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ABSTRACT

Based on the experiences of a child advocacy project in Tennessee entitled County Agents for Children, the guide -- over half of which consists of appendixes -- presents a general strategies and specific tasks for the child advocate volunteer or professional in developing community awareness. Specific ways to locate, organize, produce, distribute, and update information are reviewed. Possible information tools include radio shows, public addresses, local and regional directories, family council luncheons, pamphlet and brochure distribution, news articles, and special advocacy boards. Other aspects covered include self-promotion, how to use statistics, speech guidelines, organizing a board, how to develop directories, luncheons, film resources, and office materials. Among the appendixes are various newspaper articles and lists of resources. (DLS)

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FINAL REPORT

PART III

Project Number 223553
Grant Number OEG-0-72-5313

COUNTY AGENTS FOR CHILDREN

Floyd Dennis, J. D.

Project Director

The John F. Kennedy Center for Research on
Education and Human Development

George Peabody College for Teachers
Nashville, Tennessee 37203

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March 31, 1976

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EC 120543

PREFACE

We thank the many people who, because they care about the lives of children in Tennessee, made the County Agents for Children Project a living reality.

The following friends and staff contributed to this guide. Charlie Ray Smith was a consultant during writing and contributed his ideas and experience to the board organization and management section. The brochures on educational rights and learning disabilities were written by Herschel Sparber. Shirlee Strother wrote the newspaper articles and unprinted brochures. Anderson Hewitt prepared the resource reference lists and radio program suggestion chart. Arthur J. Williams assisted in writing headings and editing the radio script.

The County Agents were Mack Looney, Kathy Lowery, Woodfin Lewis, Jean Thomas, Charlie Ray Smith, Ron Hennessee, and Abbie Steele. Coordinators were Norm Tenenbaum, Herschel Sparber, and Anderson Hewitt. Shirlee Strother, Jane Prince, and Gary Pennington were Research Assistants. The typing was done by John Baker.

As a County Agent for Children, or other full time child advocate, you will be learning, learning, learning. You can successfully help the community get an accurate picture of what is happening locally to enrich the lives of children and what yet needs to be done.

You will be broadcasting the County Agents for Children forum on the local radio station.

> "Hello. This is (YOU, THE READER) the County Agent for Children. This public service program is especially about children. I'll be talking with experts from our county and throughout our state about the many concerns related to our children: toilet training, nutrition, learning disabilities, professional services, programs for exceptional children, to name just a few.
>
> "Of particular importance to all of us is information about programs and persons here at home who are enriching the lives of children. With me today is Bob Rochelle, Attorney for the Board of Education and the County Court." (Edited script appears in Appendix A.)

You will be lunching with a newspaper editor, negotiating how best to get child-related articles in print. We learned the more initiative you have, the further you will get. Newspaper coverage of volunteers will develop.

You will be receiving recognition from local civic clubs and providing them with project ideas.

You will be organizing professional luncheons and helping parent groups function.

INFORMATION EXCHANGE

We call these activities setting up information exchange systems. County Agents for Children work in many ways to identity particular unmet needs of children and of families and to link needed strategies and resources in a need-fulfilling way.

As a County Agent, you will enable the exchange of information and "know-how" between research centers and community settings. A County Agent closes gaps between significant persons and groups in the community also.

This guide will provide you with general strategies and specific tasks, sometimes in a step-by-step fashion. We hope it will help you get on with

DEVELOPING COMMUNITY AWARENESS

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the challenging work of helping neighbors and communities better meet the needs of all children.

To us,"challenging" means there is frustration as well as rewards experienced by the Child Agent. "Challenging" means you may find yourself saying, "It can't be done." An enormous amount can be done by you and your community.

INFORMATION IS KEY

We found that information is one key to problem solving. Many children's needs go unmet because possible solutions are not known or people with "know-how" do not know about the child. Some human growth needs can be anticipated; others are so unique they cannot be anticipated. County Agents spend time listening to people from all walks of life describe problems and then assist in linking and developing local resources to meet the unmet needs of children.

TYPES OF INFORMATION

Information is a key. County Agents find that locating the information is easy. There are several kinds of information. Some information is printed: books, pamphlets, journals, and directories. There is information in the heads of local and area experts that relate to unmet needs of children. And there is constantly changing information on programs and services available to children in your town and state. When programs change, sometimes gaps develop -- no one person or agency is responsible for a particular child's needs.

CONTENTS OF BOOKLET

This guide specifies ways you can locate, organize, produce, distribute and update information. Possible tools to develop include radio shows, public addresses, local and regional directories, family council luncheons, pamphlet and brochure distribution, news articles, and the County Agents for Children board.

SELF PROMOTION

Introducing and promoting County Agents for Children Office is an important and time-consuming activity. Sometimes it will seem as though you are getting new information to the educated -- not to people who really need it. The methods we discuss (speaking to civic clubs, using the newspapers) can earn you sanction. This allows you to continue addressing community problems. You may also be enlisting aid in program development activities aimed at eliminating the gaps and the unmet needs of children which you publicize.

BUSINESS CARDS

Personalized business cards are useful. Not only do they help people in the community remember your address and phone number, but they also suggest you are a professional, mean business, and can win you passage into business offices and behind closed doors.

SAMPLE

PEABODY COUNTY AGENTS FOR CHILDREN
CITIZEN ADVOCACY PROJECT

Ms. Abbie Steele

WILSON COUNTY AGENT
201 EAST MAIN ST., LEBANON, TENN. 37087
TELEPHONE 615/444-8036

HOME OFFICE: PROJECT DIRECTOR, DR. FLOYD DENNIS
BOX 43, GEORGE PEABODY COLLEGE
NASHVILLE, TENN. 37203
TELEPHONE 615/327-8290

Use your imagination when ordering business cards. We had white cards with black print and bright yellow cards with black print. No one thought to use a motto on the back of the card or develop a logo.

COUNTY AGENT BROCHURE

In making the initial contacts we also found useful a brochure briefly describing the Child Agent's concerns.

(See brochure on following pages.)

Program Goals

___Identify unmet needs of all children in the county.

___Identify possible resources to meet the needs of children in the county.

___Identify methods that have been successful in meeting the needs of children

___Develop materials, brochures, ideas and information on child development and distribute them to the public.

___Bring together the materials and available resources that can fill the needs of children in the county.

___Help to develop a separate citizen advocacy program which will be governed by it's own policy council and will work to meet the needs of children in the county.

___Record and describe all methods and processes used by this program so other counties can benefit from our experience.

COUNTY AGENTS FOR CHILDREN
FLOYD DENNIS - PROJECT DIRECTOR
PEABODY COLLEGE
BOX 43
NASHVILLE, TENNESSEE 37203
(615-327-8290)

COUNTY AGENTS FOR CHILDREN

A CHILD ADVOCACY PROJECT

COUNTY AGENTS FOR CHILDREN
HAYWOOD COUNTY
WOODFIN LEWIS - AGENT
709 EAST JEFFERSON STREET
BROWNSVILLE, TENNESSEE
(901-772-4674)

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COUNTY AGENTS FOR CHILDREN
709 EAST JEFFERSON STREET
BROWNSVILLE, TENNESSEE
38012

What Are County Agents for Children?

They are people hired to work full time on behalf of children.

Much as the County Agricultural Agent works full time to promote healthier crops and animals, the County Agent for Children works to promote healthier and happier children.

They do this by helping us pool our information and ideas about the needs of children, the ways of meeting the needs of children and by getting the people and resources to meet these special needs.

Their job is to seek out new ideas and information everywhere from our communities, from our families, friends, researchers and even our children and then to pass it on.

Their job is to find children who have special needs and the people who are willing to work to meet those needs.

If you know of a child who has special needs, we hope you will contact us, because you may be someone very important to our children.

County Agents for Children....

___Find transportation to special schools for children in need of special classes.

___Locate foster homes through agencies and people interested in helping find a child a home.

___Search out programs and places for children needing recreational facilities.

___Provide information to the public on child rearing methods such as the new "Effective Listening", a way to open up communication with our children.

___Work with all child related agencies, programs and people to insure that all needs of all children are met.

___Develop informative materials such as a service directory which lists all agencies, programs and clubs who help children in our community.

___Promote the health and happiness of all children by alerting the community to it's childrens' needs and the resources available to meet those needs.

DEAR CITIZEN:

The health and happiness of our children depends on the efforts of everyone in our community. If you know of a child who is in need and nothing is being done to help meet that need, please contact our office.

And, if you would like to volunteer your time and energy to help children in need, we want to know who you are because you are important to children.

Please fill in the information below or give us a call.

NAME _____ TELEPHONE _____

STREET & NO. _____ TOWN _____ STATE _____

___YES, I know of a child with a special need.

___YES, I would like to volunteer to help a child with a special need.

The brochure is a good handout. It specifies program goals and your plan to address specific unmet needs of children utilizing volunteers. Many people will pocket these brochures. We cannot document the fate of the brochures once pocketed but suspect mates and others saw them. One part of the brochure was a stamped, self-addressed volunteer signup form. This form was rarely used. Information on a child's unmet needs or a volunteer's willingness to help was delivered to the Child Agent in person. This indicated to us the community's need to trust the Child Agent.

NEWSPAPERS

Buy the local newspaper. Get acquainted with it. Who is the editor? Who is the publisher? Who writes editorials? Is it 75% or 95% local news? Are the stories mostly of local people -- the mayor, civic groups, school awards? Is there a regular supplement? Who advertises?

Next, visit the local newspaper, meet the editor, and tell your story. Follow up on a tip if a reliable person suggests you invite the business manager to lunch. Citizens want to see the chances of children improve. When advice is offered on whom to contact, test it out. Cultivate friendships in the newspaper office as elsewhere in the community. Staff or management can always be invited out to lunch. You will develop your own guidelines and style of establishing contacts. We have found the direct approach especially effective with media people.

We find newspapers generally willing to publish prepared materials and always open to a feature or frontpage story on the opening of a County Agent for Children's office.

Subscribe to the local newspaper. Here is a gold mine of information on local issues and the names of the "doers". Here well-organized fund raising campaigns and campaigners names can be learned.

CHILD DEVELOPMENT ARTICLE

In Tennessee, we developed a series of articles each on a specific topic related to child or youth development. Central office staff made

rough drafts using college textbooks. They compiled direct, clear, readable articles. These were read by experts at the university who made deletions, alterations, or additions. The articles were then distributed for comment to randomly selected local audiences. The final articles incorporated the suggestions of all readers and were submitted to the newspaper.

LOCAL INPUT

You might try a similar process with local professionals critiquing the articles. A counselor at the mental health center could critique an article on behavior management. A hospital nutritionist might critique an article on dietary quirks of a sick child.

Newspapers printed our materials. We were never successful in creating a weekly column with a County Agent for Children byline. You may succeed. Articles do take time to develop. We put more energy into radio shows, identifying specific unmet needs of children and developing self-sustaining volunteer programs, parent groups, and professional consortiums.

IN PRINT

Keep in print. Phone in date, time, place, and name of meetings you will address or have called. These will appear in the newspaper's weekly or daily calendar of events. Ask news photographers to cover these meetings. Give them two or three days notice. Prepare a brief statement containing names of those present, the group's activity or purpose, and one or two quotes for the newspaper's use. If this is typed, the chances are better that what you want to be printed will be printed. Since local citizens will attend, you can reasonably expect media cooperation.

We think the more initiative you have the more success you will have as a child agent. Cultivate friendships on a newspaper staff. Inviting an editor out to lunch is one obvious tactic. Use articles we placed in newspapers and the articles we did not get printed. These articles appear in Appendix B.

SPEECHES

To increase public awareness of the County Agent for Children office, try to speak at one or more civic clubs each month. This is where you can tell your story, publicize unmet needs of children, gain community support, and cultivate volunteers. Civic club members are doers in the community who will sanction your work. You may also lay the groundwork for program development initiated by club projects.

IMPORTANT LISTS

Seek a list of all civic clubs and organizations. The Chamber of Commerce usually compiles one annually and includes the president's name, phone number, and address. Another useful list is that of all churches in the county.

HOW TO PLUG IN

Learn what the club's national and local goals are by asking. County Agents for Children talk a lot. Phone each club president. Send him or her a letter describing your concerns and then buttonhole them. We found person-to-person contact the best and often the only way to gain access to a club's program schedule.

SPEECH GUIDELINES

The following are some hints to keep in mind when making a presentation to a civic club or church group. You do not have to be a great speaker because you have a tremendous subject that nearly all people are interested in -- YOUNG PEOPLE.

1. Be on time
2. Make sure the audience hears and understands
3. Use community and county statistics
4. Thank the group for past or present involvement with children (Research each club if possible. One club may have sponsored an eight-week summer camp for the handicapped.)
5. Cover plans, programs, the need for volunteers and money
6. Ask for referrals
7. Avoid asking the club (directly) for anything
8. Compliment program administrators or elected officials whenever appropriate
9. Try to meet one-on-one each person present
10. Tell the group it has a good reputation and then show them ways to live up to it.

DIRECT REQUESTS

Most clubs have an executive board. The board decides how the club's resources will be used. If you have a specific request -- you need ten volunteers, you need $500 to help a youth program -- approach the club's executive board in writing or by speaking to the president. The board will vote on your request. Sometimes the membership will also vote. The club may ask you to make a special brief presentation explaining the request.

VOLUNTEER NOTEBOOK

After your presentation if you were impressed by a person's questions or comments, as soon as possible write down their names and what you know about them. Add this entry to your list of potential volunteers. You may go wrong in doing this, but not often.

SUPPORT STATISTICS

When talking with civic clubs, present statistics to document the need for program improvement and development in your county. Try to balance your presentation by citing local success stories as well as areas where improvement is indicated. Federal, state, and local statistics are useful. Local statistics have the most impact.

Statistics you may want to track down are: annual number of youth committed to state institutions -- Corrections, Mental Health, Hospitals, Educational Residences, number of youth recommended as suitable for group home placement, number of single parent families, number of handicapped children who might benefit from a volunteer friend. Statistical sources include the census, court records, probation records, school guidance counselors' files, and annual reports of various state departments.

We found statistical prevalence rate indices useful in describing groups of exceptional children with specific unmet needs. Here are two charts. One we developed. The second is for your use.

ESTIMATED NUMBER OF HANDICAPPED IN COUNTY AGES 1-21
BASED ON 1970 CENSUS AND LIVE BIRTHS 1970 & 1971

TYPES OF HANDICAP	PREVALENCE RATE (%)*	4 YEARS AND BELOW	SCHOOL AGE 5 - 18 YRS.	19 - 21 YRS.	TOTAL
PHYSICALLY HANDICAPPED					
Crippled & Other Health Impaired	0.43%				
Hearing Impaired	0.10%				
Speech Impaired	3.60%				
Visually Impaired	0.05%				
SUBTOTAL					
PSYCHOLOGICALLY EXCEPTIONAL					
Emotionally Disturbed	2.00%				
Learning Disabled	1.12%				
Mentally Retarded					
Educable	1.30%				
Trainable	0.24%				
SUBTOTAL					
TOTAL					

* Planning to Finance Education, National Education Finance Project, Volume 3, Chapter 2. School System's Report (Based on 1971-72)

ESTIMATED NUMBER OF HANDICAPPED IN WILSON COUNTY AGES 1-21
BASED ON 1970 CENSUS AND LIVE BIRTHS 1970 & 1971

TYPES OF HANDICAP	PREVALENCE RATE (%)*	2,627 4 YRS. AND BELOW	10,142 SCHOOL AGE 5-18 YRS.	1,748 19-21 YRS.	14,517 TOTAL
PHYSICALLY HANDICAPPED					
Crippled & Other Health Impaired	0.43%	11	44	7	62
Hearing Impaired	0.10%	3	10	2	15
Speech Impaired	3.60%	95	365	63	523
Visually Impaired	0.05%	1	5	1	7
SUBTOTAL		110	424	73	607
PSYCHOLOGICALLY EXCEPTIONAL					
Emotionally Disturbed	2.00%	52	203	35	290
Learning Disabled	1.12%	29	114	20	163
Mentally Retarded					
Educable	1.30%	34	132	23	189
Trainable	0.24%	6	25	4	35
SUBTOTAL		121	474	82	677
TOTAL		231	898	155	1284

*Planning to Finance Education, National Education Finance Project, Volume 3, Chapter 2. School System's Report (Based on 1971-72) (Lebanon City Schools not yet Available)

Attachment K

HOW TO USE STATISTICS

Statistics can document the need to develop group homes for juveniles, exceptional children, or handicapped adults. Remember, children grow up. By planning a community can create settings assuring independence of handicapped citizens. Statistics can document a need for a Big Sister or a Big Brother volunteer program, a one-on-one volunteer program for handicapped youth, a teen employment agency, or other pressing unmet needs.

TEST THE SOIL

While gathering information from the juvenile judge, ask how many youths were dismissed with a lecture rather than being placed on probation during the last six months or year. Would the judge be willing to try volunteer friends for youth -- a volunteer delinquency prevention program?

PLANT THE SEED

A slide show on group homes for the handicapped was shown to the Rotary and Civitan Clubs. Motivated club members joined a board planning a group home. "A Time to Learn," a film about the Toddler Research and Intervention Project at George Peabody College was shown to the JayCees, the Business and Professional Women's Club, and a parent group. The film shows a preschool program for developmentally delayed and normally developing toddlers. It deals with the feelings of parents and professionals in the field of mental retardation regarding the type of information usually given to parents who have just discovered they have a mentally retarded child. The parent group incorporated and planned a child center for average and exceptional preschoolers.

WATCH IT GROW

Civic club presentations and articles in the newspaper publicize and promote the Child Agent's office. They permit you to establish contacts with people who are involved in the community. They remind elected officials of your work. You may be able to interest clubs in future projects addressing a specific unmet need of children. The biggest payoff is seeing your work help specific children and groups of children in the community.

At the start of this booklet we described you as broadcasting the "Children and Youth Forum." How do you know whom to interview?

We developed two tools that provided us with answers. They are a directory of services and programs important to children and a local County Agent's board. The first enables you to gather accurate information on current services and programs, meet program directors, and compile a list of children's pressing unmet needs. The second, a board, can be the structure which selects, develops, and operates volunteer projects which meet unmet needs of specific children and groups of children in your county.

STRATEGY

The strategy which links the two is this. As you gather information for the directory, interviewing agency and program personnel, inquire what each person thinks are the most pressing unmet needs of children. Start a list of unmet needs. Each time you ask a new person this question, show your list. Add their information and items from your perspective to the list of unmet needs. Use this list, along with suggestions on how to meet the needs, at your first board meeting. Your board will then select two or three top priority needs. A committee to develop and implement a program for each of the prioritized needs can then begin to work. Together you will labor toward solutions.

KNOW WHAT YOU WANT

If you have never set up a board with working committees, find one in your area. The Boy Scouts, Associations for Retarded Citizens, and the Girl Scouts usually have good boards. Meet the board president and request an opportunity to attend meetings. Cultivate this person to get ideas and hints on how to make boards effective, how to get committees working and keep working, and how to handle personality problems.

INVOLVED PEOPLE

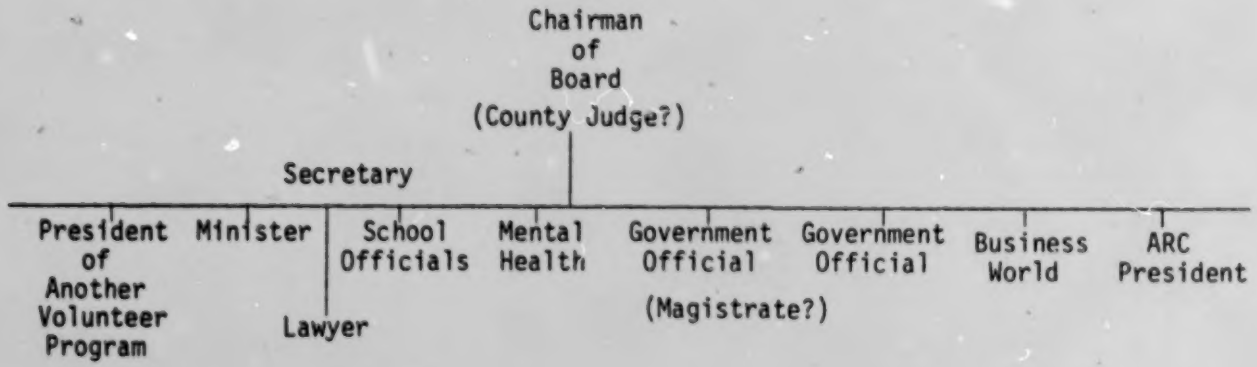
If you are starting new in a county, talk to people who deal directly with young people (teachers, probation officers, juvenile

court officers, social workers, special education teachers, ARC members, group home parents). Ask them for names of people in middle to upper management positions who would be good for the County Agent's board. You want the best, so ask the best. We found it immeasurably helpful if the county judge or someone with influence is involved in establishing a County Agent board.

A workable board structure may have three sections: the policy board, the working board, and the money board.

ORGANIZING A BOARD

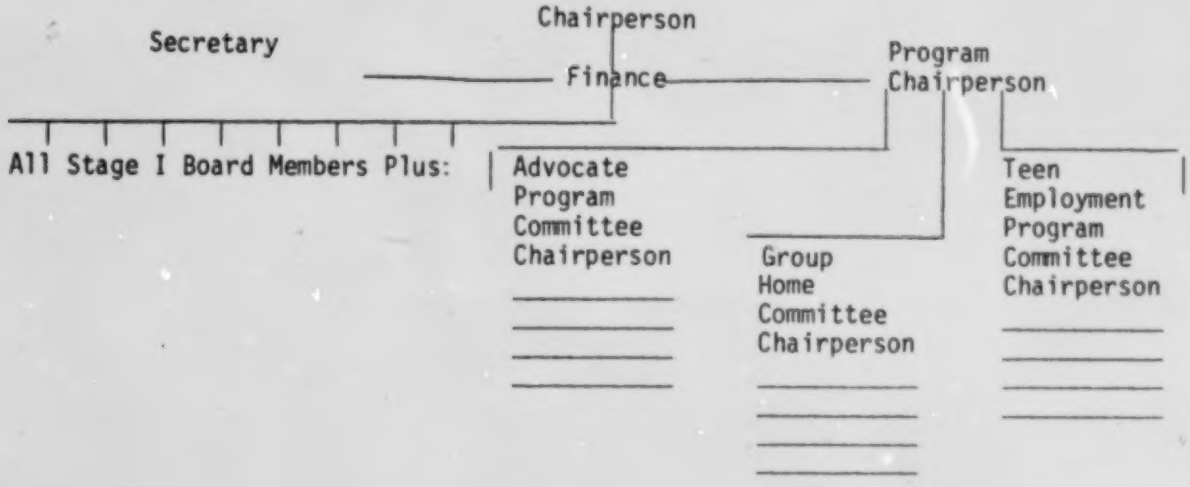
The policy board will assure community goodwill and acceptance of the County Agent for Children. Members will open doors, provide information on how to get things done and recruit friends as volunteers. Two key members can be the county judge and an attorney. Get successful community leaders committed to youth and committed to dealing with youth problems to recruit policy board members with you. The county judge or president of the local association for retarded citizens can do this. Here is a diagram of your local County Agent for Children Board, Stage One.



SOLID PEOPLE . Your president is an important person. (S)he needs to be skilled and powerful. The president will recruit the other initial board members. Seek representation of race, money, church groups, education, government and power behind political persons for board membership. Good luck!

If you are starting from scratch, build your board with solid, respected people in the community. As you meet people and get to know them, cultivate friendships. Children have unmet needs.

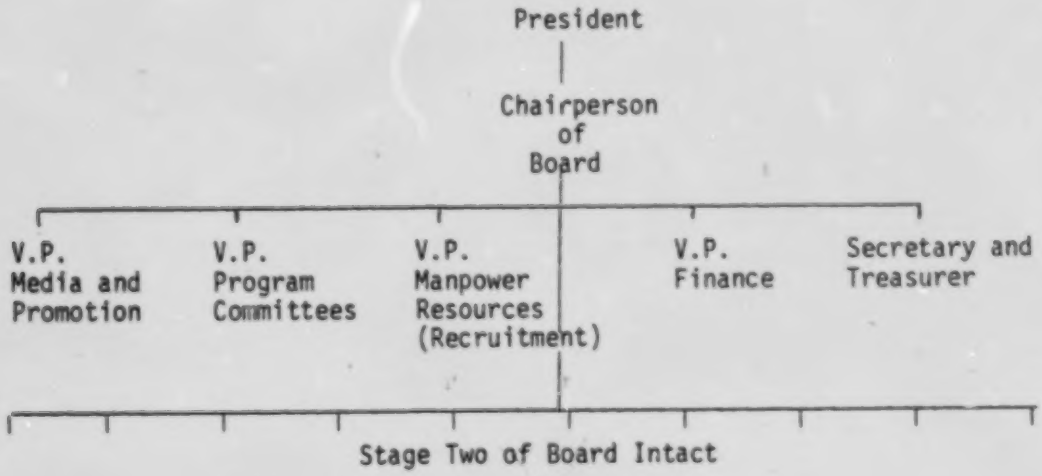
WORKING BOARD The working board is composed of citizens that are willing to donate their time and effort for young people. These persons are the doers and the leaders of doers in your county. Each time you recruit a person to work on a project, if they grab hold of the job, elevate them tc your board. Working members are recruited by identifying persons and groups who have special interests relating to children and have done good jobs in other volunteer programs. For instance, we found a group of ten people who worked unsuccessfully for two years to start a Big Brother and Big Sister Program. We located five church groups that tried to start a city recreation program. The leaders of these groups were contacted. New strategies were developed, and the leaders joined action working committees of the County Agent board. Here is the diagram of your board which has expanded to incorporate working committees.



MONEY BOARD

The money board may take you the longest to get. People who have volunteered time to community projects raising money, if approached by the right person, will take on one more job. You don't need many people on a money board. A few people very high in social circles and the power structure are enough to make your money board effective. A few people can raise a lot of money by contacting small groups of wealthy persons in the community. Another method, small cost fund raising projects, can also be successful. Your personal style and how you want to spend time should determine what route you take.

Child Agent Board Stage Three appears below. It is projected to serve as a state level model to which membership is an honor as well as your final county model. The key to continuity may be securing a president who is a money power within the state. Boards can take many forms. Perhaps some of these ideas will prove effective in your situation.



ONE ON ONE

One key strategy in working with your board is to get people committed to other people, not to you. There probably will be personality and theory clashes on a board. Committees are good for getting things done or keeping things from getting done. Your job as a County Agent

for Children is getting your committees and volunteers to work.

Volunteers bring certain skills with them. You need to know what abilities and skills are needed for a particular job. Try to praise a person's strength and help them with their weak spots.

Your job may depend on how well you and the chairperson agree on the structure and goals to be developed by the board. A yes-no board that does not make key decisions will not do. Give your board opportunities to fuss and fume, to reject non-key issues, and to fail. You need a working board, not a puppet board whose strings are being pulled. Decide what your key issues are. Get these through your board into working committees. Here is a suggested procedure.

BOARD PREPARATION

Before a board meeting, discuss one-on-one the key issues with each board member. Try not to mail agendas. Personal contact prepares each board member and gives you an opportunity to sell your ideas. You will receive both negative and positive responses to issues. Determination and flexibility will enable you to work out solutions before the board meeting.

Next meet with the chairperson. (S)he will conduct the meeting. Brief the chairperson on your work and together finalize an agenda. Give every person, your chairperson included, credit for knowing how to do things. Agendas are then distributed at the meetings. Let members argue over insignificant issues. If you have done your home work, three out of four key issues will be decided as you want. Think ahead. Be specific. You have to decide what the key issues are. The board must be interested and committed or else the work will not be done.

BOARD BENEFITS

Board members can arrange invitations to address civic clubs; introduce you to the business community, and lessen any stigma

federal funding creates in a rural setting. At your request, board members will also identify (three) of the best possible volunteers they know and help you recruit each one for projects your working committees undertake. The board may have to assume responsibility for funding your job.

DIRECTORY "HOW-TO"

Metropolitan areas often have community service councils which produce yearly directories. Most rural counties neither get urban directories or have local directories. Directories contain information on what is available, what the cost is, who is eligible, and whom to contact. Some services are available only to county residents. Others are offered on a regional basis. Some service coverage extends to out of state residents.

If there is no directory in your community listing programs, services, and organizations important to children, compile one. You will establish working relationships with most programs and individuals important to children by providing them with a useful tool. You and others can use this document to link the unmet needs of children with resources. The job gives you an opportunity to demonstrate your competence.

HOW TO DEVELOP

We set measurable objectives to regulate information gathering. That is, each week the County Agent for Children aims to contact three organizations or agencies important to children (local, state, or federal), three programs important to children and three or more individuals important to children.

The process we used was personal interviews with information recorded on simple forms. A sample of the forms we used appears on the next pages.

SAMPLE ENTRY

The directories should contain a wide variety of accurate information, an understandable table of contents, and concise program information. One entry read:

> Tennessee Library for the Blind and Physically Disabled
> 500 Centennial Blvd.
> Nashville, Tennessee 37209
>
> Provides free reading materials and talking machines through entire state. Eligibility: blind and physically handicapped - all ages. 8:00 A.M. to 4:30 P.M. Monday - Friday. Cost: none. Contact: 615 - 741-3915.

DATA ON INDIVIDUALS

IMPORTANT TO CHILDREN

NAME: _____

RESIDENTIAL ADDRESS: _____ RESIDENTIAL PHONE: _____

CIVIL DISTRICT: _____ OCCUPATION: _____

POSITION: _____ BUSINESS ADDRESS: _____

BUSINESS PHONE: _____ BIRTHDAY: _____

MARITAL STATUS: _____ NAME OF SPOUSE: _____

NAMES AND AGES OF CHILDREN: _____

_____

EDUCATION: _____

RELIGIOUS PREFERENCE: _____ POLITICAL PREFERENCE: _____

CIVIC ORGANIZATIONS/OFFICES HELD:

1. LIONS CLUB _____
2. ROTARY CLUB _____
3. KIWANIS _____
4. JAYCEES _____
5. CIVITANS _____
6. WOMAN'S CLUB _____
7. GARDEN CLUB _____
8. PTA _____
9. OTHER _____

INTERESTS/VOLUNTEER ACTIVITIES

1. TRANSPORTATION _____
2. TEACHING _____
3. DIRECTING _____
4. COUNSELING _____
5. ASSISTING _____
6. ADVOCACY _____
7. OTHER _____

INTERESTS AREAS

1. MUSIC _____
2. ART _____
3. DRAMA _____
4. SPORTS _____
5. SEWING _____
6. COOKING _____
7. WORKSHOP _____
8. MECHANICS _____
9. ACADEMIC _____
10. FARMING _____
11. OTHER _____

CHILD INTEREST GROUPS:

1. TRAINABLE MR _____
2. EDUCABLE MR _____
3. LEARNING DISABILITY _____
4. EMOTIONALLY DISTURBED _____
5. CRIPPLED _____
6. VISUALLY HANDICAPPED _____
7. DEAF/BLIND _____
8. DEAF _____
9. HARD OF HEARING _____
10. SPEECH IMPAIRED _____
11. NON-HANDICAPPED _____
12. PROBLEM DISTURBED _____
13. LOW ECONOMIC _____
14. OTHER _____

CHILD AGE INTEREST GROUP:

1. 0-2 yrs. _____
2. 3-5 yrs. _____
3. 6-9 yrs. _____
4. 10-12 yrs. _____
5. 13-18 yrs. _____
6. 19-OVER _____

DATA ON PROGRAMS

IMPORTANT TO CHILDREN

NAME: _____

SPONSORING ORGANIZATION: _____

BUSINESS ADDRESS: _____ BUSINESS PHONE: _____

DIRECTOR: _____

RESIDENTIAL ADDRESS: _____ RESIDENTIAL PHONE: _____

CONTACT PEOPLE: _____

_____

SOURCE OF FUNDING: _____ BUDGET PER YEAR: _____

PURPOSES OF PROGRAM: _____

_____

SERVICES OFFERED: _____

_____

ASSISTING GROUPS, AGENCIES,
ORGANIZATIONS, ETC.: _____

_____

NUMBER OF PERSONS SERVED: _____ POTENTIAL ELIGIBLE: _____

LENGTH OF OPERATIONAL TIME (IN COUNTY): _____

POTENTIAL WORKING RELATIONSHIP WITH
COUNTY AGENT: _____

_____

_____

_____

_____

_____

DATA ON CIVIC ORGANIZATIONS

IMPORTANT TO CHILDREN

NAME: _____

BUSINESS ADDRESS: _____ BUSINESS PHONE: _____

PRESIDENT/LEADER: _____

RESIDENTIAL ADDRESS: _____ RESIDENTIAL PHONE: _____

MEMBERS OF ORGANIZATION: _____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

PURPOSES OF ORGANIZATION: _____

_____

_____

SPECIFIC INTERESTS: _____

PROJECTS SUPPORTED BY ORGANIZATION: _____

_____

VOLUNTEER SERVICES: _____

_____

_____

POTENTIAL WORKING RELATIONSHIP
WITH COUNTY AGENT: _____

_____

_____

_____

While gathering this information be sure to request application forms for your office files.

USEFUL PROCESS

Acquire as much information as you can in person. While recording the directory information, inquire of each person what (s)he thinks are the most pressing unmet needs of children in your county. Start a list of unmet needs and each time you ask a new person this question, show them the list. The agenda for your first board meeting should include this list of unmet needs along with possible solutions. Your board then selects and prioritizes unmet needs on which you and they will work.

HINTS

Use the information gathering forms to establish personal contact. Avoid mailing your information forms. Plan how much time you will spend each week on the directory. It is a good project to complete within the first six months of work. If you can get a committee on your board to compile, alphabetize, and write directory entries, you will have delegated a time consuming job. It is a specific task to hand a person who says, "Tell me what to do and I'll do it."

Transfer responsibility to your secretary for periodic verification and updating of all information in the directory.

HAND DELIVER

Personally deliver as many directories as you can. Personal contact is the name of the game, but you won't be able to reach everyone. People you can't reach should receive the directory with a cover letter explaining why it was compiled, how they might use it, and who else has received copies. Don't forget elected officials, as well as parents, interested citizens, civic clubs, federal, state, and local agencies.

How can you best use your time? The main objective is to help meet the unmet needs of children. You need to use all available resources.

You <u>can</u> successfully spread the word about unmet needs and help the community get an accurate picture of what is happening locally and areawide to enrich the lives of children. One effective strategy is to develop a public service radio program.

You can use public service broadcasts effectively to:

RADIO PAYOFFS

create a Positive Image of the Child Agent office

establish positive RAPPORT with public officials

publicize programs, activities, and persons promoting the health and happiness of children -- increasing public awareness of local services

focus attention on problem areas and,

develop awareness of LOCAL CITIZENS who are DOING SOMETHING about problems (teens working at summer camps for the handicapped, private kindergarten programs admitting handicapped preschoolers, etc.).

As a Child Agent, you will be learning, learning, learning. If a youth with cerebral palsy has the courage to walk without that metal contraption, surely you can put together some radio programs. The following steps will help you initiate and develop the radio show.

1. Make lists of people who help with problems of children and families.

   a. List all elected and appointed officials and what they do relating to children and youth.

      Example: County Judge -- helps and advises families with problems; handles commitments, truancy, adoptions

      Sheriff -- apprehends and jails, assists and protects

Police Chief -- hired a youth officer

School Superintendent -- administers public education

County Court Members -- budget for youth programs, public health, welfare (Who is chairperson of health and welfare committee?)

State Senator and Representative -- help get services and information on request

Mayor and City Council -- budget recreation and other youth-related programs

b. List government agencies, directors, and case workers and how they impact children.

Example: Public Health -- clinics, home visits, identify, refer children and families with problems (crippled childrens' services)

Firemen -- find people

Housing Authority -- concerned about children and families in the projects

Mental Health Center -- counsel with families, teach parent communication courses, medicate citizens returning from mental hospitals

Human Services (Welfare) -- direct service, food stamps, Medicaid, Medicare, foster homes, child abuse, etc.

Employment Security -- handles youth employment, CETA.

Social Security Representative -- handles Supplemental Security Income applications for the disabled

Community Action Agency -- intervenes in income-related problems, identifies children with multiple home problems, and provides transportation to hospitals and adjacent urban areas

c. List all civic clubs and professional organizations and how they impact children and youth in your county.

Example: Rotary -- student exchange programs
JayCees -- dollars for handicapped projects; established first group home in Tennessee for previously institutionalized youth, governmental training for teens
Kiwanis -- national goal learning disabilities

Civitans -- support programs for children described as mentally retarded
Lions -- sight projects
Medical Association --
Bar Association --
Teacher Sororities --
Fraternal --

2. Write a letter to the station manager but do not mail it. The letter should present your ideas for a public service show intended to be informative and lively. You will talk with local and area experts who are enriching the lives of children. Include some suggested topics and interviewees. We found it crucial to stress local citizen participation. Would the mayor's wife tape a show? Scan the chart of program suggestions on page 22 . Suggest alternative formats: pretaped or live, ten minutes or twenty-five minutes.

MEET RADIO MANAGER

3. Hand-deliver your letter and meet the radio station manager. Be prepared to spend from 30 seconds to 30 minutes meeting him. Do not expect immediately scheduling of your show. The manager may want to think it over, discuss it with the station owner, and get a general feeling for your reliability and flexibility. The manager controls the microphones, keeps a federal log listing all information that is broadcast, and runs the business. He schedules programs, decides how long they are to be, and handles complaints. According to law, he must allow a certain number of public service hours on the air.

Expect reliability, flexibility, and promptness of the manager. His business is to get information to the public. He does the best he can to produce relevant and pleasing programs so advertisers' commercials will reach large audiences.

ON THE AIR

When the station manager decides to give Children and Youth Forum a chance, be sure you understand your taping schedule and what he expects from you. Do not expect prime time. If you have a choice of time, remember Saturday mornings when people are getting ready to do their marketing and store owners are setting up, is a popular listening time in the country.

4. Spend time in the studio and meet the staff. There is an announcer who will plug your program. Give him/her a 3 x 5 card each week reading:

"The County Agent for Children will be talking about _____ with _____ (day of the week) _____ at (time) _____."

5. Periodically phone or stop by the manager's office to ask him how he thinks the program is going and if he has improvement suggestions.

Preparing for the show is fun. First select a general theme to work with for a month. An example might be Testing and Your Child. What tests are being used? What is the appropriate use of test results? Then locate local or area persons to approach for interviews.

Example: A local psychologist who works with the school system and mental health center to discuss tests

A local guidance counselor regarding vocational decisions and vocational tests

A local attorney to discuss adolescent testing and rights in the courts

A neuropsychologist to discuss epilepsy tests

After you determine where you are going, your next task is to line up the people who will get you there. Individually approach each person you wish to interview. Let them know you think they are doing something that is enriching the lives of children and you would like to chat with them on a radio show. Describe your format. It is pretty straightforward. Flip back and read the first page of the booklet. Some people will need encouragement, while elected officials basically welcome the opportunity to address the public. Discuss the topic area with them and their expertise. Ask them if there is a particular issue that they definitely do not want to discuss on the air and assure them that you will follow their wishes.

SUPPORT YOUR RADIO GUEST

After this meeting, write out five or six questions you will use during the show and get a copy of these questions to the interviewee. This will give them time to think, give them something to hold onto in front of the microphone, and gives you a program outline. Ask them not to write out responses to the questions. If they read something written, the program may be flat.

PRODUCTION HINTS

Public service air time is on AM and FM. If you tape, the station manager may start playing the tapes on both air waves. If

your program is aired on FM, suggest 30-second short information spots on AM.

Produce 30-second information spots on a 5-minute length tape so they can be run and re-run without a weekly tape session. This will save you time.

Do not be surprised if you find yourself in a studio pushing buttons. Radio people are very helpful. After you are shown how to run a tape machine, draw a map of the setup. Bring the map each time to the radio station. All the knobs, dials, and meters will not confuse you if your map indicates what the setup should look like to record.

If you have a weekly 3- to 5-minute spot, plug the people and topic of your weekly forum.

Listen to your show -- if it is not live -- and evaluate your performance. This is a way to become aware of what you are doing that is effective, and what you may be doing that is not effective.

Radio allows you to be creative, learn a lot, and spread the word.

COUNTY AGENTS FOR CHILDREN - RADIO PROGRAM SUGGESTIONS

TOPIC AREAS	POSSIBLE RESOURCES
Educational Services for Handicapped Children	Special Education Director, P., Superintendent
Teaching Your Child to Read	Teacher, Specialist in Reading, Public Librarian
Childrens' Rights and Legal Resources	Juvenile Judge, Legal Services, Lawyer
Teaching Your Children How to Handle $$$	Local Banker
What is the: Group Home Developmental Center for Handicapped Children Sheltered Workshop Adult Activity Center	Program Directors, Staff, Residents
My Experience As A Foster Grandparent	Foster Grandparent
Volunteer Youth Activities	Candy Striper, Camp JayCee...
Mainstreaming in a Private Kindergarten	Resource Teacher and P. of "Average" Child in Program
Parent Effectiveness Training	Mental Health Counselor and P.
Helping the Child: Who Cannot See Who Cannot Hear	Local Experts, P.
What is it: Cerebral Palsy Epilepsy Down's Syndrome Autism Learning Disabilities	Nearest Expert, P., Civic Club Chairperson ...
Adoption - Facts & Fiction Foster Homes - The Need in _____ County Child Abuse and Neglect in _____ County	Welfare or Human Services Department and Private Agencies
Public Health Services, Prenatal Care, Dental Care for Preschoolers, Immunization	Public Health Department, Physician, Dentist
Good Nutrition for Your Preschooler Food and the Sick Child	Health Department, Physician, Hospital Dietician
How to Help Your Child in School	School Teacher and Counselor
What Can You Do About Quarreling?	Mental Health Center, Pastor...
What Do Teachers Expect From Parents?	Local Teacher
Juvenile Delinquency -- Causes and Cures	Juvenile Court Judge and Probation Officer
Food, Clothing, & Shelter -- Where to Find Them	Welfare Department and O.E.O. Office
Driving While Under the Influence	Police Chief, Sheriff, Gen. Session Judge
The Right to Good Nutrition (Local Food Stamp Program)	Welfare Department
Drug Abuse and Your Child	Police Chief
Developing Positive Attitudes in Your Children Toward People Who Are Different	Pastor, Mental Health Center Personnel...
What _____ County Can Do For Its Youth	Local High School Leaders
What Communities Can Do To Reduce the Rate of Institutional Reliance for Kids With Special Needs	Child Agent, Board Program Chairperson...
Your Child's Development Ages 1, 2, and 3 Ages 3 to 6 Ages 6 to 12	Nursery School Operator, Kindergarten, Community College Faculty, Local Expert, School Teachers, P., Youth Group Leaders..
How to Discipline Your Child (Developing Appropriate Behavior)	Local Expert
Headstart	Teachers

P = Parents

DUTCH TREAT LUNCHEON

Child Agents rely heavily on good working relations with agencies, programs, and citizen groups who impact children and youth. One of the best tools we developed was a monthly dutch-treat luncheon where people share information on their programs, services delivered, and problems encountered. Once developed, a consortium has rewards for all participants. It can produce tangible products and problem-solving opportunities. Attenders in an informal social setting update themselves on the constantly changing information of program and service availability in their community while establishing personal contact which can open doors to cross system activities.

OVERLAPS OR GAPS

These activities can lead to the elimination of gaps in services. Professionals are not usually comfortable talking about gaps. We talked about overlap initially. But it is the gaps in services and program development to fill these gaps that Child Agents were primarily interested in.

SYSTEMS CONTACT

As you talk and walk your way through the county gathering information for the service directory and the list of unmet needs of children, ask youself, "Whose concern is the broadest for children and families?" "Who is in contact with or working with the most groups or systems in the county?"

SEEK LUNCHEON CO-SPONSOR

We did not find one group that did not interact with other groups. We found that Welfare (Human Services) clients and as a result, welfare workers, have contact with almost every other system in the county -- legal, educational, housing, religious, business, local and state government. This agency's local management spent time in the county. They were interested in coordination of services.

Human Services is established, financed in part by local courts, and is a channel for state and federal dollars -- specifically federal law Title XX, services for the handicapped. Child Agents approached the director of Human

Services to co-sponsor a monthly consortium for professionals and concerned citizens impacting children. We succeeded in obtaining a co-sponsor.

WHOM TO CONTACT — If you find a co-sponsor you can split the organizing work in half. An initial step is to send out letters to an inclusive list of agencies and persons impacting children in your county. Below is a list of groups we contacted.

- Probation Counselors
- Vocational Rehabilitation Counselors
- Mental Health-Mental Retardation Representatives
- School:
  - Superintendent(s)/Principals
  - Supervisor, Special Education
  - Supervisor of Instruction
  - Attendance Teacher
- Director and Staff:
  - Public Health
  - Welfare (Human Services)
  - Mental Health Center
  - Vocational Center-Sheltered Workshop
  - Housing Authority
  - City Recreation Department
  - State Employment Office
  - Community Action Agency
- Sheriff
- County Judge
- Police Chief and Youth Officer
- CETA Staff
- Director, Chamber of Commerce
- Ministerial Associations
- Developmental Day Care Director
- Head Start Teachers

FACE TO FACE — Letters are a start but personal contact is what will keep you from eating alone once a month. Each person who is contacted by letter about the luncheon should be reached again in person or by phone. This ground work becomes a monthly group maintenance task.

PROGRAM PLANS — If you set up a six-month agenda for the group, you can settle back and enjoy the luncheon after completing monthly maintenance tasks. Planning will be done. An initial, non-threatening program format deals with the problem of service overlap. Agency directors and/or personnel might make brief presentations on services for which they are responsible. Some agencies do not know the activities of other agencies. Children in some programs are not utilizing services available in other programs. Because of funding changes, some programs appear and disappear on the horizon.

MONTHLY CHORES

Maintenance tasks for the first six months include mailing meeting reminder notes promoting the next luncheon, site arrangements -- reserving a restaurant room, and premeeting phone calls or office visits. Another task is writing brief news releases on the luncheons. The monthly mail reminder can be developed into an interagency news letter.

We suggest that there are three stages in a consortium's development: exploratory, commitment sorting and ownership.

A LA CARTE STYLE

Each group has its own issues and style. We found that if the style is bag lunches, program directors and superintendents are less likely to attend. However, a brown bag FAMILY COUNCIL whose members are not baffled by confidentiality restrictions nor insensitive to their client's rights can work on agency overlap on a family basis. The setting can influence what happens during the luncheon. We found that circle arrangements facilitated all participants' input. Tables in a T-shape promoted a chairperson's control and timekeeper role. One compromise was a U-shaped arrangement. Your group will develop its own style.

GROUP FACILITATION

We found that when 20 or more were present, agency members tended to group together. Exchange over salad bowls with new persons was minimized. If it is your style, separate groups the minute they come in the door. The more group functions you become aware of, the more tasks you can share out among attenders.

Group development for whatever purpose is a process over time. You may find that front-line workers are not coming to the luncheon. The reminder notes, addressed to directors, might request the receiver to "Post on the Bulletin Board." Information on services available, questions and problems encountered helping people solve crises are identified and lived with by front-line workers. To get a group organized representing

directors, front-line workers, volunteers, and paid staff, you may have to allocate two and a half days for preluncheon contacts.

LUNCHEON RESULTS

The results of luncheons are tangible and intangible. Individuals learn to use the luncheon to meet their own needs. Not everyone attends every time. You may have to struggle for attendance at first. Luncheons become self-sustaining anywhere from six months to one and a half years after initiation. Attendance fluctuates as new groups form, new services are started, or services cease.

WORK AT LUNCHEONS

The luncheon is a tool. We found probation counselors to be steady attenders willing to take on responsibility. Group discussion increased when the ministerial association joined. Training programs were suggested by attenders, secured by the Child Agent, and conducted by local mental health center staff. A proposal was written seeking funding for the problem identified by the police youth officer. Different groups produced different products.

Good luck organizing a luncheon.

PAMPHLETS, BROCHURES, AND OFFICE SUPPLIES

CHILD REARING PAMPHLETS

Child Agents work to increase community and individual competencies to meet the varied unmet needs of children. Much "know how" and useful suggestions are available in pamphlet form. Child agents have made hundreds of pamphlets, each on a specific nurturing concern, available free. We stocked wire racks throughout the county. The best rack site is where citizens and parents have time on their hands. Hospital waiting rooms, hair shops, and laundromats were perfect.

Excellent pamphlets can be ordered for free or at low bulk rates from:

Public Affairs Pamphlets, 381 Park Avenue, South,
New York, New York 10016

Superintendent of Documents, Government Printing Office,
Washington, D. C. 20402

Public Documents Distribution Center, 5801 Tabor Avenue,
Philadelphia, Pennsylvania 19120

RUNAWAYS

Child Agents keep a stock of pamphlets on hand in the office. A distressed parent whose adopted teen repeatedly ran away, during an office visit was given "You and Your Adopted Child." She said later it helped. We also established contact between the child and parent through the national, toll-free runaway Hot Line (800-621-4000).

We were delighted with the bright colors of the pamphlets, as well as their usefulness when matched with a parent or child's specific need. A few we used regularly were: Enjoy Your Child Ages 1, 2, 3; New Hope for the Retarded Child; Parents-Teenager Communication; and The Unmarried Mother. For a more complete listing of pamphlet materials, read pages 59-67.

BROCHURES

Brochures presenting compact messages on areas of current concern were distributed. The central office developed these brochures by

preparing a draft, submitting it to professional audiences for comment and clarification, and then trial testing brochures on parent groups and others in the community.

Topics of the brochures included -- Rewards, How to Give Them How to Get Them Dealing With Children; These Are Not Reasons; Education, The Right of Every Child; Mainstreaming; Learning Disabilities; Your School District's Responsibility -- Education of the Handicapped; and What About Your Child's I.Q.?

We conducted surveys assessing community response to the materials distributed. Survey results were delivered to the State Department of Education which had contracted with us to print some of the brochures.

The brochures are contained in Appendix D at the back of this booklet. Some brochures we were never able to print. If you can use the information, help yourself.

OFFICE MATERIALS

Materials of vital importance to gather in the Child Agent's office include directories and annual reports. We requested from each department of state government (and received) directories specifying services to children and youth. We also secured a Directory of Services for the Developmentally Disabled from our State Office of Developmental Disabilities. State departments, upon request, will supply you with annual reports. Another resource is a book of selected laws on children and youth from your State Code Annotated. In Tennessee, this is compiled by the State Commission on Children and Youth.

PERIODICAL ENRICHMENT

Professional journals dealing with specific childhood development areas are useful for personal enrichment and for sharing with local professionals. At first these journals will be difficult to understand. Skim them and read a few articles that capture your interest. In a few months, you will have mastered the vocabulary and have current information that parents,

teachers, students, and other community professionals can apply. Teachers with exceptional children in their classes avidly read and use ideas in the first magazine listed, but often do not receive it. We used the following three publications. There are other good sources you may discover in libraries.

"Teaching Exceptional Children," by the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

"American Journal of Mental Deficiency," by AAMD, 49 Sheridan Avenue, Albany, New York 12210

"American Education," by U. S. Office of Education, DHEW, order from Superintendent of Documents, U. S. Government Post Office, Washington, D. C. 20402

We relied heavily on a few books for our and the consumer's use. They were (all paperback):

THE FIRST 12 MONTHS OF LIFE, Princeton Center for Infancy and Early Childhood, Frank Caplan, Editor, Grosset and Dunlap Publishers, New York.

NEW DIRECTIONS FOR PARENTS OF PERSONS WHO ARE RETARDED, Robert Perske, Abingdon Press, 201 8th Avenue, South, Nashville, Tennessee 37202

RIGHT TO CHOOSE, National Association for Retarded Citizens, P. O. Box 6109, Arlington, Texas 76011

BASIC RIGHTS OF THE MENTALLY HANDICAPPED, Mental Health Law Project, 1751 M Street, Washington, D. C. 20036, published 1973.

RESPITE CARE FOR THE RETARDED, U. S. Government Printing Office, Washington, D. C. 20402.

GROUP HOME, ONE ALTERNATIVE, Human Policy Press, P. O. Box 127, University Station, Syracuse, New York 13210

FILM RESOURCES

Free films are available at State Deparrment of Education resource centers and area colleges or universities with early childhood education or developmental programs. Universities usually have a material center where you can check out films. We found particularly useful two films. "Those Other Kids" explains the history of educational rights for the handicapped child in America and was obtained free. "A Time for Learning" is available from the Kennedy Center, George Peabody College in Nashville, Tennessee 37203, and documents the benefits of preschool programs for handicapped and average children. The rental fee is $35.00 for two days.

Two how-to guides of great importance are:

HOW TO ORGANIZE AN EFFECTIVE PARENT GROUP AND MOVE BUREAUCRACIES FOR PARENTS OF HANDICAPPED CHILDREN AND THEIR HELPERS, Coordinating Council for Handicapped Children, 407 South Dearborn, Chicago, Illinois 60605

AVENUES TO CHANGE, (Books 1-4), Citizen Advocacy for Mentally Retarded Children, National Association for Retarded Citizens, 2709 Avenue "E" East, P. O. Box 6109, Arlington, Texas 76011

CHILDREN AND YOUTH FORUM -- JUVENILE RIGHTS

A: Good morning. This is Abbie Steele, the Wilson County Agent for Children, on WCOR FM's Public Service Children and Youth Forum. Last week, we started a series called "Testing." I talked with Charlie Yeargan from the Mental Health Center on types of tests given to children and youth; how parents can use the results of tests and related information. With me today is Bob Rochelle, our County Attorney and Attorney to the School Board. His presence also enriches the lives of our children. Hello, Bob.

B: Good morning, Abbie.

A: Today we will be talking about reality testing -- juvenile rights and the courts.

B: I understand that last word.

A: Court? O.K. I'd like to start out simply. How does a juvenile get into court? If I understand it, there are two kinds of groupings, delinquent behavior and unruly. Is that correct?

B: Yes. An additional grouping relates more to financial ability. I think the place to start in juvenile law is in 1967 when the United States Supreme Court handed down the case of In Re Gault. It came out of Arizona and pointed out the way the law used to be. The Supreme Court set new guidelines and really started people across the country to thinking about what rights does a minor have.

A: In preparation for talking with you, Bob, this morning I was looking over my notes and I said, 'Well, all I have to do is familiarize myself with the Constitution of the United States, to begin with.'

B: Not hardly. We had a Constitution of the United States a long time before 1967, and 1967 is really the cutoff year for juvenile law in the Gault Case. There a boy had made an obscene telephone call. The sheriff picked him up and put him in the jail. The parents were looking for him a day later and found him in the jail, and were told, 'Well, you've got a hearing tomorrow." They didn't tell what the charge was or anything. The next day they had the hearing -- no counsel present -- and the boy was sentenced to reform school. The Justices of the Supreme Court five out of nine made what might be called a revolutionary ruling in juvenile law. They held that a juvenile is entitled to the same basic constitutional rights that an adult is; that is, entitled to notice of the proceedings and notice of the factual allegations which he is alleged to have committed, which would make him a delinquent child or unruly child.

A: In other words, it's not a secret charge.

B: Right. In this case, he didn't know what the charge was. He'd been talked to quite a bit and had a general idea about what was going on, but his parents had no idea. So the court held, of course, that he did have a right to know the specific charge against him and a general statement of the factual allegations.

A: It used to be, in juvenile chambers, that the youth could be asked to leave at any time during the hearing.

B: That's still partially the law, only partially the law there. A minor can be asked or told to leave the courtroom or the chambers while the trial is proceeding, but only if the evidence about to be presented or to be presented during his absence does not involve any allegations concerning the criminal conduct or the unruly conduct. So, then we've got the right to counsel. Court held that the juvenile is entitled to an attorney and is entitled to be informed that if he cannot afford an attorney or his parents cannot afford an attorney, that one would be appointed for him. Also, on confessions, the rule should be against confessions being admissible. The rule would be even more stringently enforced in juvenile proceedings. Where juvenile has been questioned prior to going into court, the parents were not there, no attorney was there, statements were made. If it was not made pursuant to the Miranda warnings which govern adult proceedings and use of confession, then it wouldn't be admissible.

A: Which means that a youth, as an adult, has to be told what we hear on the T.V., that,"What you say can be used against you."

B: Right. The court also held that in the event a confession was given and it did satisfy the Miranda warnings, then that's not enough. You've also got to offer other evidence of the offense. That's where the more stringent requirement comes in.

A: Is that more stringent than for an adult?

B: Yes, it is possible in a criminal trial of an adult that the confession could be the only evidence introduced against him. It's possible. It's not done very much anymore. That's not too fashionable these days, and it's just asking for a reversal on appeal, but it could still possibly occur. In the juvenile court, according to the statute, that wouldn't be possible.

A: What happened to the In Re Gault Supreme Court Decision? Was that incorporated in the Tennessee statutes?

B: Yes. In 1970, the legislature of Tennessee acted and passed what is called the -- I've got it right here if I can find the name of the thing.

A: The Uniform...

B: Yes, I believe that's it. The Uniform Juvenile Code. And incorporated all these changes which Gault had been discussing. Another thing which Gault did not get into and which the code doesn't specifically provide for as far as I can gather from a quick review of it, is the right to a jury.

According to the Constitution, you have a right to a jury in most instances, like a criminal offense, or if it involves a civil debt over a certain amount; and Gault didn't get into that, because the question wasn't raised, and most states had held that a juvenile has no right to a trial by jury. Tennessee hasn't held on it yet, but I was reading some other cases recently from two or three other states. They said, 'Well, that's a basic

constitutional right.' Gault has got to be looked at as saying that minors are entitled to all of their basic constitutional rights. The right to trial by jury is certainly one of the most basic of those rights.

A: I'm learning by listening to you. Some changes in our mobile, transient society are happening. Changing life patterns are in effect being reflected in U. S. Supreme Court rulings and changes in the law.

B: Oh, yes, definitely here. Now juvenile courts had always been and I guess in some places still are sort of stepchildren. In a more rural society they didn't have that big a problem. Parents took care of their kids. Well, as you become more urbanized, it seems like the parental or the family relationship seems to break down some, and there is a need for the state to establish laws to govern children's behavior and to govern the parents' responsibility.

A: There are many situations where people need backup services or support, and I think parenting is one of those. I'm concerned about making clear the rights of a minor. I was jotting down a little list and what I could gather, correct me if I'm wrong, is a minor has a right to an attorney, before and after he or she has been institutionalized.

B: Well, the right to the attorney comes really at critical stages of the proceedings. When you say after institutionalization, I don't know that the law has gone that far.

A: I think it has. I know that there is a volunteer project out at Spencer Youth Center and the volunteers are doing legal counseling.

B: Right. Well, when I say you've got to distinguish between having the right to it and being able to utilize counsel, I don't believe anyone could be removed from an institution merely because the state hasn't furnished a lawyer for consultation with them after they have been placed in the institution.

A: O.K. I think it's interesting for people to know that Tennessee as a state government appropriates certain monies for juvenile defenses. In fiscal year 1974, $35,000 were untouched of monies appropriated to provide juveniles with attorneys. Juveniles have a right to an attorney. It might help somebody at some time to know that whenever they get called into juvenile court, they are entitled to legal representation and, if they can't afford it, there have been monies set aside and made available for that.

B: Well, not only on the state level, but on the local level with counties. The County Court of Wilson County has recognized this problem several year, and our former Juvenile and County Judge, Turner Evans, had an amount set aside for that purpose. I believe this year a thousand dollards is set aside for that purpose in Wilson County, so the counties recognize that need.

A: O.K. And I was talking to somebody the other day and they told me the youth has the right to remain silent.

B: Oh, sure, sure.

A: That's a basic right, huh?

B: "Miranda Rulings" on confessions. If you don't have to confess, it necessarily implies that you've got the right to remain silent.

A: Right. And the right to cross examine witnesses.

B: Right. That's another basic right.

A: And the youth, how does one say this, cannot be put in a position to give evidence against oneself?

B: That's all. All those last three really are tied in the confession thing.

A: O.K. Is it true that the state has to prove a youth committed a violation that would be an illegal act if he or she were an adult?

B: Well, see the juvenile law deals with two things really. I classify them into two major categories. One is the financial and the other one is the sort of a behavioral thing. On neglected or dependent children, where there are dependent children, you are talking about children whose parents are not caring for them financially. With dependent children there is a need for the state to contribute to their wellbeing. And then on the neglected child, because of the relative newness of the statute, there's not all that many cases in Tennessee. But the neglected child I would look at as a child whose behavior is not controlled to the extent it should be by the parents. Then you have this other major classification which is the delinquent or unruly child. And there is still cause, I was taought under the old law, partially under the old law, and it's still the general principle, that a juvenile court is there to do what is best for the child.

A: Sure. Let's hope so.

B: That's the underlying principle of them all, and you get into it on, well, I would think of a delinquent child as someone who has picked up the rock and thrown it through the window; whereas, the unruly child might not necessarily have picked up the rock and thrown it through the window, but may have...well, I'm sort of at a loss for words there.

A: Repeatedly defied parental...

B: Yes, repeatedly defied parental and school authority. Someone who is headed for trouble. I think one of the goals and primary objectives of the juvenile court is not just finding the child after everything has happened, but, it's also sort of to see the direction that the child is heading in; and if action needs to be taken, to do it. If the child needs to be removed from the parents' control, placed in a foster home, placed in an institution, whatever, I think the court's looking for the best surroundings for the child.

A: Right. O.K. It's interesting when you talk about unruly behavior. I have just learned that there were 350 females (talking from a woman's angle) 350 mi or

females institutionalized in Tennessee in fiscal year 1974. Of those, only 80 went up for delinquent acts. The rest were in the category called unruly. Truancy, failing to obey a parent, things like that. I kind of pondered that. It's not as though the women that are being sent up, or the girls are being sent up, have thrown that rock. It's kind of like a behavior thing, isn't it? From what I can understand, and it's a little strange to me.

B: I find no fault with the concept about the unruly vs. the delinquent if you've got some place to send an unruly child where the child is not treated as someone who has thrown the rock or broken into the store, or set fire to something. He is treated as a child with a problem. If there are any juvenile detention people listening, I would say that they treat all children as children with problems, but a place specifically recognized for that. I'm not knowledgeable about the various institutions that are available for children.

A: Well, let's get on to some other areas of juvenile rights. What about in the school systems?

B: Well, there was a recent case on that in the Supreme Court also which has not been reflected by statute in Tennessee unless the Legislature is acting on it now. Generally, it said (it was nothing earth shattering, unless you just don't believe in the law at all), but generally it says, as has been held with adults, that before the state or governmental entity takes some action which is harmful or which vitally affects the person, that you give them the very basic rudiments of due process. In the school case, what it said was, 'If you're going to take a kid out of school, at least talk to him first.' Let him know what he's doing wrong, talk to his parents with the idea being to see what the cause of it is. I think that's a good idea. I don't think Wilson County will have any problems there. Just a general statement of school board policy in Wilson County is to the effect that the principal or the teacher first talks to the student. When the teacher forms the opinion that she or he has done all that they can do, then you move up the next level to the principal. The principal and the guidance department are the ones primarily responsible, and they are expected, and I believe they do, to call in the child, to talk with the child, and try to solve the problem with the parents.

Now, I believe that generally speaking, the principal can suspend students in the county without any further action.

A: That establishes his authority, as it were, with students.

B: Right. I think that's limited to three or four days. Now on expulsion, which would run for the rest of the year, they have to have a hearing in front of the school board. Then the school board takes whatever action, which is either to follow the principal's recommendation, or to suggest additional time to try to work out things.

A: O.K. What about access to records? Like school files.

B: Oh, that...

A: I'm trying to scan in my mind what situations do youth get into or might get into where they might need to know some information about their rights. Grade systems are always a point of contention in schools. There are many files kept on students as they pass through the system. It was my understanding that students have access to their files upon request, and that's a rather recent ruling.

B: Very recent. I don't even know whether it's come down in the book yet or not. You've been reading up on things on me. I believe that the effect of that was to say that information in the files which would be given to an employer, prospective employer, or to a college, something which would be given to someone else, would be available for the child to view. I have not read that yet. I believe that's a Congressional enactment rather than a court decision, and I haven't read that thoroughly, but I would think that if it was something just for the use of the school and was not going to affect the child outside of the school' it was not going to get him expelled; or wasn't going to keep him from getting into a college, that might be viewed on a little bit different basis.

A: Right. It's my understanding that those files are open upon parental and youth requests. I think the basis of it is that those files determine a tracking system in class placement, and a lot of decisions that affect a youth's life.

B: Right. I've found that in my dealings with teachers, school personnel, is that you rarely ever have to get into "what is my right." Most of the time they are more than willing to work with you any way they can. If they feel like it's going to serve a purpose, then they'll do it.

A: That's their business.

B: They are responsible people and good people or they wouldn't be in such a job if they weren't dedicated to it.

A: O.K. How long have you been practicing law in Wilson County?

B: Since August the 23rd of 1971.

A: Ah Hah. There's a celebration coming up. August 23rd isn't too far away.

B: That's right. Well my big celebration is coming up June 4. That's my big celebration. That's release from Army, so that's the one I celebrate.

A: Good enough. In the time since you've been practicing law in the county, you've been involved in cases with youth, right?

B: Juvenile law is not like some other areas of the law. In Lebanon and most town in Middle Tennessee (with the exception possibly of Nashville -- I don't know the condition there), there is no one lawyer that handles most of the juvenile cases or that most of his practice is juvenile cases. We are lucky that there are not that many juvenile cases for a lawyer to devote his time to. It's something that the lawyer in the general practice of law will just naturally come upon. Normally when a child is in trouble, the

parents go to their family lawyer, the lawyer that they dealt with in the past either buying property or making a will. I wouldn't say that there is really any one lawyer in town that was a juvenile law expert.

A: I think that one of the most important things to remember is that the court set up for minors or youth under 18 is for habilitation or treatment. Like there's a problem here. If there's been a violation of a statute, if something is wrong, if you have unruly conduct, walking the streets at night, whatever it is, you know, something's wrong and something needs to be rectified. I've often heard attorneys say that when you have a youth in court you have a kid crying out -- Help!

B: You bring up that curfew thing. There are questions about that. Of course they've lowered the age now on it. It doesn't come up so often, but when the age was 21 and they set a curfew for 20, or 19, or whatever, and kids out after 12 o'clock. You always wonder where that distinction can stop? Where can they say, 'You are no longer...'

A: Subject to our controls in private life or something?

B: Right, 'As of this date, then you no longer need to be in at 12 o'clock at night.' That sort of strict and binding thing I have always wondered about how you ever establish that age, really, because I think it differs for just about every child.

A: Right. O.K. We've covered a lot of the areas, rights of juveniles. It's astounding to me what's happening. What do you think the direction of the law is?

B: The direction of the law has been set by the Gault Case and state legislatures like the Tennessee Legislature in 1970. It is to recognize that the child is a citizen, entitled to the basic rights of a citizen. There have got to be special provisions made occasionally because of the child's age, such as allowing the court to order him out of the courtroom when something else is going on...

A: Right. And the different consequences of acts determined by your age. For instance, runaways over 18?

B: Now if a man runs away, he's not a runaway, he just has abandoned everybody. But a child, when a child leaves, or course, the child is subject to the control of the parents and I guess it's more of an escape rather than a runaway.

A: O.K. I think we've covered a lot of territory and helped some teens listening in. Not planning to need to know about their rights -- but I think it's a good idea at any time anyway to know that you have a right to counsel and you have a right to talk about things, to question when decisions are put upon you.

B: That's right. We're lucky here. I get back to the rural and we're still primarily rural. We're going to become more urbanized, but still

people here, I believe, think we want to do what's best. Sometimes it can go the other way and say, 'Well, we're going to do what's best even if we have to violate a right,' but I haven't run into that very often here. It's still more of a willingness to help people I find in our teachers and officials...

A: Right. I thank you very much for being with me this morning.

B: Well, it was a pleasure to be here. Thank you for inviting me.

A: Take care and have a healthy and happy week.

APPENDIX B

These articles never reached an editor's desk. You may or may not find them usable.

*Clue: Double or triple space articles and news releases submitted to newspapers. If the article is more than one typed page, write "more" across the foot of each page until the last page. Place a large ≠ marking the bottom of the final page.

GOOD FOOD MAKES FOR GOOD GROWTH

Today, we parents are all too aware of the importance of a good diet for the physical growth of our children. But, we seldom realize that proper vitamins and minerals also play a part in our children's mental development.

We know all too well that children have finicky eating habits. Often, they reach for the cookie jar or run to the store for ice cream. There are lots of good and healthy foods for children. Some such as spinach bring on grimaces or pleadings from children as shown by "Dennis the Menace" in the cartoon strip. Cookies, candies and ice cream have their places. But, if parents aren't careful, our children may be missing the proper vitamins and minerals they need to grow strong in mind and body.

Studies have shown that far too many Tennessee children suffer from iron deficiency anemia often called tired blood. Many times children who do not eat the right foods or enough of the right foods will reflect this in their schoolwork. A child who does not feel well

often does have trouble being alert and interested in his classwork. Luckily, for the child whose parents cannot afford to provide him with a good daily diet, there are free lunch programs in many schools.

Too often the wrong foods or not enough of the right foods can harm not only a child's physical growth, but how well he thinks. Professionals now realize that good foods and good mental growth are directly related. Scores of studies reflect the cold facts that in poverty areas, not only ricketts, scurvey and malnutrition, but also mental retardation results from poor diets. A poor diet especially in infancy and in the prenatal period can damage fetal and infant growth. Prematurity is often a result of poor diet in the mother-to-be. For this reason it is important that mothers and mothers-to-be are careful to insure that their bodies receive the necessary foods during pregnacy and that their infants and children get the right foods which will aid in the growth of not only our childrens' bodies, but minds as well.

Good food makes for good growth. In the next articles, I will be talking to you about good foods for mothers-to-be and young infants and children. If you have questions concerning this article, contact me at this address or telephone number.

HELPING YOUR CHILD LIKE LEARNING

Magazines and Imagination

One way to provide your child with creative and educational games and activities ~~and not put~~ without putting a squeeze on your pocketbook is by using magazines and imagination.

Marilyn Blossom, a child development specialist at the University of Missouri, has come up with a booklet entitled "Magazines and Moppets". It is crammed full of bright, interesting and educational activities utilzing pictures from magazines, glue, scissors and imagination.

Many of the activities described in "Magazines and Moppets" are designed to help children ~~see relationships~~ have fun while learning to, such as what is the difference between up & down; above & below, in front & beside. count, recognize colors, solve problems ~~and most importantly~~ have fun. The professionals in education have found that your child learns quicker and more enthusiastically if he enjoys learning. As a parent, you can aid in your child's development of learning by providing him with creative, simple, easy and enjoyable ways to learn.

Here are some activities taken from "Magazines and Moppets". After you have experimented with these, see what new ideas you and

and your child can think of to add to the fun of learning. The general supplies needed ~~to construct these activities~~ for are magazines, paste or glue (flour and water will make paste), scissors and poster-board or cardboard.

Activity 1: RECOGNIZING COLORS

Cut out things by colors. For example, all the things that are red such as an apple, fire, a stop light. Paste them on a piece of cardboard and ask your child to name them.

Activity 2: RECOGNIZING SIZES

Cut out pictures of ~~the same kind of~~ object, but in different sizes and make a picture showing smallest, larger, largest; or shortest, taller, tallest.

Activity 3: RECOGNIZING VERBS

Make a large poster of pictures which illustrate the use of verbs such as: run, smile, swim, play, hear, see, eat, talk, sleep. For example a picture of a family having breakfast would show your child the verb eat.

Activity 4: LET'S TELL A STORY

Find pictures that show an incident such as a child crying, a group of children playing, a mother hugging a child. Ask your child to tell a story using the picture. This will help your child to exercise his imagination and encourage his speaking out loud about things that help his learning.

Activity 5: KNOW YOUR NUMBERS

From an old calendar cut out numbers from 0 - 10 and paste on cardboard. Have your child show you the number as you call it's name. Then reverse and have your child identify the number as you hold it up. This activity is helpful in teaching your child his age, telephone number and street address.

If you don't have time to cut and paste, try going thru the catalog finding numbers, or red things, or big & little things, things that make noise and so on.

If you would like more information on "Magazines and Moppets" or additional activities to help your child learn and like to learn, contact me at my office. My address is:

County Agent _____

Address _____

Telephone _____

Helping Your Child Grow and Learn

One of the most important things to remember in helping your child grow and learn is to be consistent .

Being consistent means doing the same thing or showing the same kinds of feelings when similar events happen. A good example of NOT being consistent is taken from a story about a young boy called "Billy Black."

Billy's family was very poor. Often there was little to eat and less to play with. Billy's mother worked as a cleaning lady all day, so when she came home she was often too tired to listen to the demands of her children. Many nights she would bring home candy suckers which helped out with whatever else there was to eat.

On nights when she had a good day she might lovingly open her arms and hug Billy offering him a sucker and a pat. Other nights when she was tired and worried she might slap her son and yell at him to "Git out from under my feet!" Billy wanted his mother's attention. One night he gets a sucker, the next night he gets a slap.

As parents we have to stop and think about what this does to the child. If Billy tugs at his mother's hem, he gets slapped and sent away or he gets a sucker and love. Billy becomes confused and frightened. The only adult in his small world may hug him for his demands or may ignore him, slap him or yell. Billy grows up thinking that no matter what you do you're going to get punished some days and praised others.

A child with this attitude learns to trust no one. He learns none of the right behavior because in his world right and wrong are mixed up. It is no wonder that Billy becomes mixed up.

Of course, the Billy in this story doesn't have to be poor. He could just as well live in a wealthy home with plenty of food and toys. What we learn from Billy's story is this..... As parents we must consistently praise or reward our children for behavior we feel is acceptable and not reward behavior we feel is unacceptable or bad. What behavior is bad or good is of course up to parents to decide. But, whatever we decide, we must not slap or yell one time and hug and pat the next. If we want our children to learn good behavior, learn to trust others, learn to

get along in life and learn to be happy we must help them by being consistent in the way we treat them.

ARTICLE #3

BREAST-FEEDING, EASY AND NOT SO EXPENSIVE

For mothers-to-be who may not have the necessary money to buy milk or milk formulas for their coming babies, the answer is breast-feeding.

The natural act of breast-feeding your baby is being supported by doctors and child specialists the world over. We are now finding that breast-fed babies are often healthier babies. Studies prove that breast-fed babies are less likely to suffer from colds, viruses and polio. They are also less likely to have iron deficiency anemia or "tired blood" as it is called. Breast-fed babies do not get allergies as often as babies who are bottle fed.

Some reasons why breast-feeding your baby may be easier on you are first, the breast milk is easier for your baby to take in and digest, and secondly, you don't have to worry about warming bottles.

Breast-feeding is also cheaper for the family than bottle feeding. Breast-feeding a baby for the first six months saves about $65.00 in store bought milk. Also, you don't have to worry about spending other money for bottles, artifical nipples, cooking pans, or keeping the

milk cold or warming it up.

Breast-feeding your baby is the natural and easy way. Natural milk helps your baby stay healthier by fighting off infections and colds.

Not only do you save money when you breast-feed, you also save time. Mothers-to-be shouls ask your doctors about breast-feeding your baby. It's better for baby and easier for you.

If you have any questions about what we have talked about today, please get in touch with me. My office address and phone are:

Name: _____

Office Address: _____

_____

Telephone: _____

CHANGING THE BEHAVIOR OF A CHILD

"Train up a child in the way he should go and when he is old, he will not depart from it." Proverbs 22:6

Most parents agree with the wisdom in this statement. But, we don't always agree on how to train a child. Child rearing becomes even more difficult when we realize all children are different. Even children in the same family are, as parents like to say, "different as day and night." As parents we are faced with two problems. First, how do we train our child in the way he should go, and secondly, when our train- hasn't produced the desired results, how do we undo it? In other words, how do we do what is right the second time?

This week I would like to tell you about some recent efforts to find the answers to these questions concerning child rearing. One of the ways that is being developed is called "Behavior Modification."

Behavior modification is aimed at helping problem behaviors. It deals with the problem of the child that hasn't learned to do things that a child his age usually can do. Such problems include the child who is not toilet trained, does not tie his shoes, or does not talk at the age when most children do. Some people will say "Tommy is retarded and can't learn these things", "Susy is brain damaged", or Mickey is crippled", These views attribute the problem to a damaged brain or body of the child. Another view, one that can be particularly helpful to parents, is that children behave the way they do because of the things they have experienced and the way other people have responded to them. These people prefer to look at the child's behavior rather than look at the child's condition.

Mary Beth Branston and Kathy Driscoll, at Peabody College, recently did a manuscript for informational tapes for parents of multiply handicapped children that discussed this. Most of the ideas I am telling you about today were taken from their paper. Let me quote to you from their paper.

"For example, if we are told that Sally is brain damaged, we certainly can't <u>see</u> Sally's brain damage, and it is difficult to measure her brain damage. We can, however, <u>see</u> that Sally is not toilet trained, and we can measure this by counting how many times a day she has dirty or wet pants." This view, then looks at behavior you can see, and the way that behavior can be changed or modified. The process of changing the behavior you see is called <u>behavior modification.</u> It has been found to be helpful in teaching children at school and at home. Parents are at an advantage when they use behavior modification with their children. You can see the things your child is doing. You can see your child put away his toys, tie his shoes, or count on his fingers. What happens when your child does these things will probably have an effect on his behavior later. This brings up two important principles of behavior modification. The first principle concerns rewarding the child. For example, if you smile at your child when he puts away his toys, you have rewarded him. Because of this reward, the chances are greater that he will put away his toys the next time he plays with them. Most of us do the things we do because we are rewarded for doing them. We eat to avoid hunger, we work for a paycheck and we study to get good grades. The avoidance of hunger, the paycheck and the grades are all examples of rewards.

However, if we do not receive a paycheck for our work, it is highly unlikely that we would continue to work. This brings up the second principle of behavior modification. It is the withholding of the reward, or non-reinforcement. Behavior that is not rewarded will probably not happen again. Your child will probably stop screaming for candy, if his screams are ignored.

These two principles of behavior modification -- reward and non-reward -- can be helpful in teaching your child. But, if we are to use behavior modification effectively, we must remember certain things. One thing to remember is that the reward we give our child must be something that he desires and wants. All children do not like candy. A child who does not like candy will probably not put away his toys in order to obtain a piece of candy. Therefore, it is important that the rewards that we give our children be something that they want and desire. These rewards need not be only candy or cookies. A reward could be a smile, playing with a favorite toy, wrestling with Daddy, or a hug or kiss from Mother. Whatever our child most desires, will be the most effective reward.

<u>When</u> we give the reward is also important. For the reward to be most effective, it must be given immediately after the behavior occurs. If we wait an hour or so before giving the reward, it will not be effective. Waiting only confuses the child. He may not understand why he is being rewarded or he may think that he is being rewarded for something else. Therefore, hug your child immediately after he puts away his toys. This way he understands that he is being hugged for putting away his toys.

Now, that we know that rewards increase behavior, what do we know about withholding rewards? We said earlier that behavior that is not rewarded will probably not occur again. If Jimmy cries all night and you go into his room to comfort him, you may be rewarding his crying. Naturally, you want the best for Jimmy. You want him to get his rest. But, the attention you are giving him is a reward. Ctying brings Mother into his rrom. If you withhold his reward, his behavior will stop. In other words, if you ignore his crying, he will stop crying. This of course does not apply to your child's cries of pain or hunger. You want to immediately attend to your child if his cry is a signal that he needs your help.

Another example of withholding a reward is ignoring thumbsucking. The mother who is constantly asking her child to please quit sucking his thumb may be rewarding him for doing so. Here again, your attention is a reward. When your child sucks his thumb, he knows mother is concerned and giving attention. Even though you may be displaesed with his thumb sucking, your attention is a reward. By ignoring the behavior, you stop the reward.

Behavior modification can be used effectively in helping you teach your child the values you want him to grow with. If you reward desirable behavior, you increase it. If you ignore undesirable behavior, you decrease it.

But, like any other teaching technique, it must be coupled with love, warmth, understanding, patience and consistency. Behavior modification can be an aid to parents in teaching appropriate behaviors to children. If you would like more information, please contact me.

Parent Is Child's Most Important Possession

Shelbyville Times Gazette March 14/73

By Wallace Chambers
County Agent For Children

Your child owns nothing as important to him as you. All of us recognize the importance of parents. We know that to the child the parent is many things. His lifeguard, his cook, his nurse, his friend, his loved one, and many, many other things.

With today's emphasis on formal education, however, you may forget that you are the most important teacher your child will ever have. You will introduce your child to more new things and more new ideas than anyone else on earth. Part of the reason this is true is because you are his first teacher and because you will spend more time with him as he is growing up than any other one individual.

You will teach your child not only by what you say, but by the way you do things.

If you are reasonably orderly in the way you go about your affairs, your child will begin to get the idea that the adult world is a reasonably orderly world. If you put things back where they belong, he will get the idea that big people put things back where they belong. If you smile easily, stay reasonably calm in the face of emergencies, treat your neighbor with fairness and consideration, the child will get the idea that this is the way likeable adults act. In other words, the child's first picture of what adults are like will be primarily the picture he gets by watching you.

If you have to work or leave your child with some other adult for long periods of time, you might want to remember this when you select the person that's going to be in your shoes while you are away from the child. Remember he will be learning what the adult world is like by watching the adult that he is with. So, if you have a choice, it is worth while to be careful in selecting the adult that will look after the child with these questions in mind. Is this person friendly, orderly, kind, careful, honest, and so on. A little time considering these questions may be more important to your child's future happiness than would appear.

Another thing that you want to think about when you consider yourself as your child's teacher is "how can I teach my child better when I don't have any more time to spare?" Let's think of some examples. It may seem silly to talk with your infant when you are changing her diaper or putting on his snowsuit. Most parents get so good at changing diapers that it becomes automatic, and they can do it while thinking about dozens of other things. Nevertheless, this might be a good teaching opportunity. Suppose while you are changing the diaper you talk about it.

"Now we are going to take off the wet diaper. Now we are putting in the pins. Now it feels much better."

Of course your child doesn't understand the words, but he might still learn a lot from the fact that you are talking. He gets to hear more new sounds. He will finally get the idea that sounds can go along with actions. Later he may come to understand that those sounds can describe those actions. When he gets older, you may find yourself saying, "now we are going to put on your brown shoes. First we loosen the strings, then we put the right shoe on the right foot and we put the left shoe on the left foot. Now we tighten the strings. Now we tie the shoe. See, we have the shoes on."

What value can this have to your child? First, parents and experts agree that the human voice can be very comforting to the child — and reassuring. Too, many people are concerned that Americans have lost the art of conversation. You might find that this improves not only your child's understanding of conversation as he grows older, but it may also improve your skills at conversing. Since a child learns to speak by imitating words that he hears from others, it seems reasonable that the more words he has heard the more opportunity he will have to learn to speak.

If you start early and keep it up, you are also planting in your child's mind the idea that you are a source of reliable information. This could be important in the future. When the child is being given bad advice or erroneous information by his peers or others, he may feel more free to seek answers from you.

One parent has told us that she has used this technique to keep "my child out from underfoot when I don't have time to let him help." Her example was baking a cake. The child wanted to help, so she said, "why don't you sit there on the stool and let me tell you about baking the cake." Then as she got out the pans and got out the flour, she described what she was doing with each step. The child listened and asked questions and she answered them. He felt like he was helping but at the same time, she was able to get the cake baked "without too many cooks spoiling the cake (broth?)." After such an adventure, sometimes this is a good time to say, "now the sun is shining outside. Why don't you go out to the sandpile and play bake a cake?"

This works for daddy, too. Sometimes fathers forget that many daughters enjoy finding out what it's like to adjust the carburetor or put antifreeze in the car. Encourage your husband to try it sometime. He may find that this makes working on the car more fun for all of you.

Notice that what we have said doesn't require doing something special with the kids. What we are talking about is doing something you will ordinarily be doing anyway with the kids. You don't need a special trip or special activity to have fun and a good learning experience together. Just get together and talk about what you would be doing anyway while you are doing it.

What we have been talking about goes double for handicapped children and retarded children. They can especially profit from being told what's going on while it's going on. So many times parents get the feeling that "my afflicted child cannot learn or cannot do." This may be right, but it probably isn't. Besides, the child doesn't have to have the physical capability to do the task in order to learn about doing the task.

If you would like to know more about how parents can become better tachers for their children, call me or write me and I'll be glad to furnish you more ideas and information.

Children Need People

Shelbyville Times Gazette
April 17/73

--Besides Parents

By Wallace Chambers

Who helps the child when the parent can't?

In a previous article, I said that your child's most important possession is you. As you thought about other children, you may have wondered what about the child who has no parents? Or you may have said to yourself, "maybe the parent is the most important person to the child, but parents can't do everything." Sometimes even when the parent wants to help the child, he does not have the money, or the time. At other times, the parent is disabled or is so loaded down with problems he or she cannot do for their child something they feel is very important and desperately needs to be done soon.

In times past, families usually lived very close to grandparents and aunts and uncles and grown brothers and sisters. Nowadays — with automobiles and jobs in distant cities— families often do not live in the same house or in the same neighborhood with kinfolk that can help in emergencies or that can take over responsibilities when the parents are sick, disabled or gone.

Churches, civic clubs and government have tried to meet the needs of children when no one else can help.

Some public health departments have set up home visitors. Schools, P-TA groups, or youth clubs have set up tutors for the homebound. Health organizations furnish volunteers to provide transportation to clinics. Welfare departments furnish social workers that can help children who have needs that will otherwise be unmet. Still there are children who slip through the cracks. There are still needs that we haven't found ways to meet.

Ordinarily, there are two kinds of needs that children have which sometimes go unmet. One kind of need is called the instrumental need. This means that the child needs someone to act as the tool or instrument to do something for him he cannot do for himself. An example would be changing a diaper, helping him get to school or to a crippled children's clinic, writing a letter to Uncle Joe, providing a place to stay while his widowed mother is in the hospital. You can probably think of several better examples you have known about.

The other kind of need is called the expressive or emotional needs of a child. At some time in our lives all of us need reassurance, friendship, moral guidance, advice or an expression of affection. Because this has to do with expression and affection, we refer to this as the expressive need or the affective need.

You or your friends have probably said more than once, "it wouldn't be quite so tough if I could just feel like somebody cared or I had somebody to talk to about it." What you were talking about had to do with the expressive or emotional needs. Most of us can stand a lot of setbacks if we feel we have a friend or loved one in our corner. Children are the same way. Because children have these needs that are not met, several communities have started developing ways to deal with this on a community basis. One of the more promising things that communities are doing is developing volunteer advocates for children. The volunteers are called advocates because like parents and lawyers, their job is to advocate for their children or clients regardless of shortcomings or past mistakes. These volunteers are competent adults in the community who are asked to represent the interests of one specific child just as the adult would do for himself.

Helping Your Baby Grow And Learn

The happy and contented baby in years past was thought by many to be the one who slept 20 hours a day. This ideal infant demanded little from his enviornment other than nourishment.

Today, however, we realize the happy baby is one who is poking, pulling, tasting, touching, looking and listening. In short, this baby is a busy baby.

Researchers want to help parents help babies. Some interesting findings concerning the first four months of infant life can aid parents in making baby's world one of smiles.

In the first month of your baby's life activity will consist mainly of reflexive behaviors such as sucking and crying. **Since your baby cannot tell you he is hungry or wet, crying is his only way of communicating.**

Babies also cry when they are in pain. Studies of infant crying have shown that your baby's cries are different for hunger, anger and pain. There is more force behind the cry of anger, while the cry of pain is a very long sound. Perhaps this is your baby's way of telling you what is wrong.

The notion that newborns were very quite annd inactive little creatures may have stemmed from watching their bodies. About all baby can do is fling his arms and legs around. But, he is doing much more with his eyes, ears, nose and mouth.

Within the first few days of life, your baby's eyes begin to focus. Probably because patterened objects catch our eyes before uniform ones, your baby will also begin to focus on objects such as checkerboard designs. But, when baby has become familar with the object, he gets bored. Baby's wanderings will then capture something new and amazing.

Researchers have found that babies react to differences in sound and temperatures. Your baby may cry if too cold or jump at a sudden noise such as a door slamming. Although, it may appear that the first month is a very inactive one, your baby is looking, listening and feeling.

During the first four months your baby begins to learn focus.

It is no surprise that attention is mainly focused on you. He is also exploring the fun of making sounds with his own language of coos and goos. It is important that when talking with your baby you avoid what is called "baby talk." A child learns to speak by immitating the sounds he hears. If your baby hears wabbit, he will learn to say wabbit. By using "baby talk" we not only delay, but we can damages his learning how to speak. "Baby talk" will result in your child having to learn two languages, wabbit and rabbit. This is not only unnecessary, it is confusing. As parents, we are baby's first teachers. To be effective teachers we must make learning simple, easy and enjoyable.

Another of your baby's learning experiences will involve grasping with his hands. This is important because it is one of the first complex things baby learns. He also learns to hold his head upright, although at first it may sag or bob. When placed on his stomach, he is able to raise his chest and hold his head up.

During these four months another important learning experience occurs. Not only can baby focus on objects, but can follow their movement. A good example of this would be to walk around the room and watch how your baby seems amused to follow you.

Everything in your baby's world helps him to learn. But, he needs guidance, acceptance and protection. The Tennessee Department of Health has issued a phamplet on helpful hints to parents. They advise that you check your baby's bath water with your elbow if holding baby. This allows you a final check to make sure the water is not too hot. When buying toys for the baby be sure they are too large to swallow, too tough to break and have no charp points or edges. Never allow any child or infant to play alone with plastics, harnesses, zipper bags or ballons. They are dangerous in that they can smother or strangle.

The first four months see the development of many of your baby's physical and mental abilities. To help your baby grown and learn, hold him, play with him, talk to him and share his joys of discovering colors, things and people. Your baby needs love and learning. Give him both and his growing years will be smiling ones.

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Gap Between Childhood, Adulthood Is Adolesence

The period of your child's life that fills the gap between childhood and adulthood is adolescence. During this period your teenager is shifting gears between past dependence and future independence — alternating between the old familiar feelings of being a child and the new unfamiliar feelings of being an adult. Coming from the sheltered safety of childhood and going toward the day when he will shelter and provide safety, he is like the inexperienced driver learning from you, his teacher, how to best operate a car. It is hard for him to listen to your sound advice about slowing up for the stop sign, signaling for the right turn, shifting to the proper lane, taking note of the speedometer and watching for the cars in the rearview mirror plus those on side streets and those coming in the opposite direction. Someday he will know how to do these things automatically without thinking about each one. Right now that is very difficult and confusing to him. It is also unnerving for the trainer.

As parents, we are often perplexed at the moodiness, the doubting, the challenge to authority and the need to conform to friends' value that are signs of the teen years. We want to do more than shrug our shoulders to the problems faced by our teenagers.

Here are some suggestions I have found which you may think worthwhile:

(1) It is good and proper to express your views on dress, hair length, drinking, dating behavior and so on. Even when youngsters disagree with their parents or seem to ignore their parents' views, they still value them. Even a person who can't resist touching wet paint appreciates the sign that says "Wet Paint — Do Not Touch." It is less frightening for a sailor to try an uncharted course if he knows he has a compass that will point the way back to the more established routes. Likewise, it is less frightening for your adolescent if he knows someone is willing to consistently point toward a more established course.

How you give advice has a lot to do with whether it's followed. It might be more profitable to say, "Personally, I like short hair and see a lot of advantages to it." And then cite some of the advantages, instead of saying, "You look silly and nasty with your long hair!" The first way we talk about hair without criticizing the child himself. Dr. Martin Simons, a psychiatrist, who specializes in adolescence, feels that teenagers have the lowest self esteem and self-confidence of any age group. When we criticize them, we may whittle down their self-esteem and self-confidence even more. On the other hand, if we say, "Clean clothes look better than dirty clothes," or, "I like short hair better than long hair," it gets the idea across with less threat to self-confidence or self-esteem.

Your teenager looks to you for a solid, consistent set of values. He may disagree for a time, but he will respect your standing firm. (Don't confuse harshness with firmness.)

Regardless of what the future holds, certain values such as honesty, kindness, concern for others, are lasting. Styles of dress, speaking, grooming and so on are not. Your child may have to be a little different in the world he must measure up to than in the world we have had to measure up to. Be flexible on styles but stand pat to courtesy, honesty, courage and the lasting values.

(1) Another suggestion offered for parents is this: if you decide you made a mistake, feel free to tell your child you think you made a mistake. This demonstrates that you are not "set in your ways" and that your judgment is better today than it was yesterday. This can be very very reassuring. It also reminds him that we are humans, too, and cannot claim to know everything. A child might be more likely to confide in someone whom he knows is also learning from experience. After all, nearly everyone who raises a family is inexperienced. We have never done it before.

(3) A third suggestion: there are times when you are entitled to draw the line. If a child stays out so late he doesn't feel like getting up for breakfast, you are entitled to limit him from staying out late. After all, you are responsible for keeping the household running. You are also entitled to insist that he keep his room in decent order. Many experts say that before a person can totally learn self-discipline, he must experience discipline imposed by others. A soldier quickly learns to take pride in shined shoes, well-made beds, and a clean area. Your child, too, can learn to take pride in shined shoes, well-made beds and a clean area. You should no more hesitate to insist on it than does the military. One thing military leaders say is, "You must consistently enforce the rules." "If you are lax for a week and then tough for a week and then lax for a week—pretty soon the troops don't know where the boundary is."

(4) Another suggestion — and a critical one—is, "Don't be afraid to show your love." Fathers especially — but mothers, too —are often embarrassed to say, "I like you" or "Johnny, I was really proud of what you did." Many of us don't hesitate to brag on our neighbor's child, but we fail to remember that our child craves recognition and reassurance also. Experiment with it. You might start by just smiling.

(5) Finally, "Give your child something to do instead of something to have." Try an experiment. Make your children wash the dishes and clean up the kitchen or wash the windows or gather up all the clothes. Do it even if they fuss about it. Then listen. Odds are that after a few minutes they will be whistling or singing. Point: when people are producing a result, they begin to feel worthwhile. This tends to make them happy. Possessing things does not seem to help as much.

If you have further questions along this line or would like to share with me some of your ideas, please contact me. Ron Hennessee, County for Children; 201 East Main Street. Phone 444-8036

Shelbyville Times Gazette
May 15/73

Parent-Child Relationships Need Attention

By Wallace Chambers

"My folks don't understand me."

"I don't know where we went wrong with Jimmy."

"It's like living in a house with strangers."

Comments such as these are often heard from parents and kids who confess that their relationships with each other are not as close as they desire.

Sharing the concern of parents and children, educators are seeking new methods to improve what the media has coined as the "generation gap." Dr. Thomas Gordon has hit upon a solution that according to the parents who've tried it, works. "Parent Effectiveness Training" is a program gaining thousands of converts in many areas of the country which teaches parents more successful methods for rearing responsible children.

Dr. Gordon is attempting to persuade parents and children that the generation gap is not as serious and undefeatable as we might believe. Encouraging in fact, is Dr. Gordon's discovery that the "generation gap" is simply a listening gap. To close this gap, Dr. Gordon has developed a system he calls "Active Listening." It is a simple method employed by parents to "Keep the door open for honest, effective, and sincere communication between parent and offspring."

Dr. Gordon relates the story of an eight year old boy who had experienced sleeping problems for three years. The mother assumed his difficulty was due to a nasal problem that he complained of at bedtime. After attending Dr. Gordon's classes she decided to try active listening with her son. By attentively listening and encouraging his conversation upon bedtime, she surprisedly uncovered the source of his problem. His sleeping difficulty was buried under a fear that breathing through his mouth when asleep would cause death. Once this mother assured her son that this could never happen, his sleeping difficulty disappeared.

The proof provided by this particular case is an example that active listening builds a bond between parent and child. When we as parents openly express a desire to share our children's feelings, an alliance of acceptance and love is generated.

Active listening involves two steps. First, we must listen.

Secondly, we must be sure that what we heard was actually what our child meant, we should repeat his words somewhat differently. Repeating what our child has said, only in a different wording is the second step of active listening.

Had this parent taken the time to use active listening, how much more pleasant and effective their discussion could be.

Active listening is an important process that can promote a relationship of warmth and understanding between parent and child. Not only do we tune in to what our children are really saying, we teach our children to be better listeners to our needs.

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APPENDIX C

PUBLIC AFFAIRS PAMPHLETS:

#141 Enjoy Your Child -- Ages 1, 2, and 3
#144 Understand Your Child -- From 6 to 12
#154 How To Discipline Your Children
#155 Mental Health Is A Family Affair
#163 3 to 6: Your Child Starts to School
#210 The Retarded Child
#264 Your Child's Emotional Health
#274 You and Your Adopted Child
#282 The Unmarried Mother
#288 How Retarded Children Can Be Helped
#302 How to Stretch Your Money
#337 The Delinquent and the Law
#346 School Failures and Dropouts
#349 The Retarded Child Gets Ready for School
#357 What Should Parents Expect from Children?
#369 What Can You Do About Quarreling?
#381 How to Help Your Child in School

Sometimes the government numbers change. For instance, when we originally ordered The Unmarried Mother, the number was 282. It is now #440.

#454 Help Your Troubled Child
#438 Parents--Teenager Communication
#459 Protecting Your Family From Accidental Poisoning
#478 Your First Months With Your First Baby
#410 Talking It Over At Home

JOURNALS AVAILABLE IN MATERIALS CENTER September, 1973

AMERICAN JOURNAL OF MENTAL DEFICIENCY (From 1955, Vol. 60)
CHILD DEVELOPMENT (from 1964, Vol. 35)
CHILD DEVELOPMENT ABSTRACTS & BIBLIOGRAPHY (from 1964, Vol. 38)
CHILDREN (from 1967, Vol. 14 thru Vol. 18, 1971)
CHILDREN TODAY -- previously CHILDREN (from 1972, Vol. I)
COGNITIVE PSYCHOLOGY (beginning with Vol. 1, 1970)
EDUCATION & TRAINING OF MENTALLY RETARDED (beginning with Vol. 8, 1973)
EDUCATION OF VISUALLY HANDICAPPED (from 1972, Vol. 4)
EXCEPTIONAL CHILD EDUCATION ABSTRACTS (from 1973, Vol. 5)
EXCEPTIONAL CHILDREN (from 1964, Vol. 31)
THE EXCEPTIONAL PARENT (beginning with Vol. 1, 1971)
FOCUS ON EXCEPTIONAL CHILDREN (beginning with Vol. 3, Issue 3, 1971)
JOURNAL OF ABNORMAL PSYCHOLOGY (from 1964, Vol. 68)
JOURNAL OF APPLIED BEHAVIOR ANALYSIS (from 1968, Vol. I)
JOURNAL OF CHILD PSYCHOLOGY & PSYCHIATRY - British (from 1960 - Vol. I)
JOURNAL OF COMPARATIVE & PHYSIOLOGICAL PSYCHOLOGY (from 1963, Vol. 56)
JOURNAL OF THE EXPERIMENTAL ANALYSIS OF BEHAVIOR (from 1958, Vol. 1)
JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY (from 1964, Vol. 1)
JOURNAL OF LEARNING DISABILITIES (from 1968, Vol. 1)
JOURNAL OF MENTAL DEFICIENCY RESEARCH (British) (from 1964, Vol. 8)
JOURNAL OF SPECIAL EDUCATION (from 1971, Vol. 5)
MEMORY AND COGNITION (1973, Vol. 1)
MENTAL HEALTH DIGEST (from 1968 - incomplete)
MENTAL RETARDATION (from 1963, Vol. 1)
MENTAL RETARDATION ABSTRACTS (from 1964 - Vol. 1)
MONOGRAPHS OF THE SOCIETY OF RESEARCH IN CHILD DEVELOPMENT -- cataloged and on book shelf, call. no. 136.7/So13m
NEW OUTLOOK FOR THE BLIND (beginning with Vol. 65, Issue 7, 1971)
PEABODY JOURNAL OF EDUCATION (beginning with Vol. 49, 1972)
PERCEPTUAL & MOTOR SKILLS (from 1966, Vol. 22)
PSYCHOLOGICAL ABSTRACTS (from 1964, Vol. 38 -- Vol. 22-35 unbound)
PSYCHOLOGICAL BULLETIN (from 1964, Vol. 61 -- Vol. 47,48,50,52,54,57,59,60 unbound)
PSYCHOLOGICAL REPORTS (from 1966, Vol. 18)
PSYCHOMETRIKA (from 1964, Vol. 29)
REVIEW OF EDUCATIONAL RESEARCH (from 1964, Vol. 34)
SPECIAL EDUCATION (British) (beginning with Vol. 59, Issue 3, 1970)
TRAINING SCHOOL BULLETIN (from 1963, Vol. 60)
TEACHING EXCEPTIONAL CHILDREN (from Vol. 5, 1972)

The following publications are also available:

BEHAVIOR TODAY (from Vol. 1, No. 5, 1970)
PSYCHOLOGY TODAY (from Vol. 5, Issue 6, 1971)

Listed below are journals now cancelled but bound thru volumes listed:

AMERICAN JOURNAL OF SOCIOLOGY (Vol. 69-76, 1963/72)
AMERICAN SOCIOLOGICAL REVIEW (Vol. 29-36, 1964/71)
BRITISH JOURNAL OF SOCIOLOGY (Vol. 18-21, 1966/70)
DEVELOPMENTAL MEDICINE & CHILD NEUROLOGY (Vol.11-14,1972)
JOURNAL OF MENTAL SUBNORMALITY (Vol. 11-14, 1965-68)
JOURNAL OF SOCIAL ISSUES (Vol. 21-26, 1965/70)
PEDIATRIC CLINICS OF NORTH AMERICA (Vol. 16-19, 1969/72)
SLOW LEARNING CHILD (Vol. 10-11/1963/64)
SOCIAL PROBLEMS (Vol. 11-17, 1963-70)
SOCIOLOGY OF EDUCATION (Vol. 39-48, 1966/71)
SOCIOLOGY & SOCIAL EDUCATION (Vol. 51-53, 1967/69)
SOCIOMETRY (Vol.29-33, 1966/70

BOOKS AND ARTICLES ON LEARNING DISABILITIES

1. DIETARY MEASURES TO IMPROVE BEHAVIOR AND ACHIEVEMENT 10 pages
2. YOUR CHILD HAS A LEARNING DISABILITY... WHAT IS IT? 15 pages
3. Movement of the Young Child, Ages 2 to 6 120 pages
4. PARENTS NEED TO KNOW: PARENTS AND TEACHERS WORK TOGETHER 38 pages
5. ON BEING THE PARENT OF A HANDICAPPED YOUTH 32 pages
6. HELPING YOUR L.D. CHILD AT HOME 58 pages
7. A PARENTS GUIDE TO HYPERACTIVITY IN CHILDREN 24 pages
8. TREATMENT OF THE HYPERACTIVE CHILD 16 pages
9. FOOD DYES AND HYPERKINETIC CHILDREN 6 pages
10. DIETARY MEASURES TO IMPROVE BEHAVIOR AND ACHIEVEMENT 12 pages
11. LIVING WITH CHILDREN 95 pages
12. HELP! THESE KIDS ARE DRIVING ME CRAZEY 110 pages
13. ALLERGY, BRAINS, AND CHILDREN COPING 170 pages
14. CHILD MANAGEMENT: A PROGRAM FOR PARENTS AND TEACHERS 105 pages
15. A GUIDE TO BEHAVIOR MODIFICATION: A CLOSSROOM TEACHERS HANDBOOK 42 pages
16. SUGGESTIONS FOR PARENTS (ON LD) 9 pages
17. THE SOCIAL CONTROL OF LEARNING DISABILITIES 9 pages
18. POINTERS FOR PARENTS 2 pages
19. THE OVERACTIVE CHILD 10 pages
20. A.B.C'S FOR PARENTS: AIDS TO MANAGEMENT OF THE SLOW CHILD AT HOME 3 pages
21. IS THERE A TORNADO IN THE HOUSE 4 pages

PERIODICAL RESOURCES

TITLE American Journal of Mental Deficiency
ADDRESS Boyd Printing Co.
49 Sheridan Ave.
Albany, N.Y. 12210
SPONSOR American Association on Mental Deficiency
FREQUENCY Bi-monthly
COST $4.00 per copy

TITLE Children Today
ADDRESS Superintendent of Documents
Government Printing Office
P.O. Box 1533
Washington, D.C. 20402
SPONSOR U.S. Department of Health, Education, and Welfare
FREQUENCY 6 times a year
COSTS $2.00 year

TITLE Education and Training of the Mentally Retarded
ADDRESS 1411 S. Jefferson Davis Hwy.
Arling on, Virginia, 22202
SPONSOR Council for Exceptional Children, Div. on Mental Retardation
FREQUENCY Quarterly
COSTS $5.00 year

TITLE Exceptional Children
ADDRESS 1411 S. Jefferson Davis Highway
Suite 900
Arlington, Virginia, 22202
SPONSOR Council for Exceptional Children
FREQUENCY 8 times a year
COSTS $12.50 year

TITLE The Exceptional Parent
ADDRESS P.O. Box 101
Back Bay Annex
Boston, Mass. 02117
FREQUENCY 6 times a year
COSTS $12.00 year

TITLE Journal of Learning Disabilities
ADDRESS Professional Press
Rm. 1410
Five North Wabash Ave.
Chicago, Ill. 60602
FREQUENCY Monthly
COSTS $10.00

TITLE	Mental Retardation
ADDRESS	49 Sheridan Ave. Albany, New York 12210
SPONSOR	American Association on Mental Deficiency
FREQUENCY	Bi-monthly
COST	$15.00 year

TITLE	Mental Retardation News
ADDRESS	2709 Ave. E. East Arlington, Texas 76011
SPONSOR	National Association for Retarded Citizens
FREQUENCY	Monthly
COST	$3.50 year

TITLE	The Social and Rehabilitation Record
ADDRESS	Superintendent of Documents Government Printing Office P.O. Box 1533 Washington, D.C. 20402
SPONSOR	U.S. Department of Health, Education, and Welfare
FREQUENCY	Monthly
COST	$6.40 year

TITLE	Special Education
ADDRESS	12 Park Crescent London WIN 4EQ, England
SPONSOR	Association for Specail Education
FREQUENCY	Monthly
COST	$6.00 year

TITLE	Teaching Exceptional Children
ADDRESS	1411 S. Jefferson Davis Highway Arlington, Virginia, 22202
SPONSOR	Council for Exceptional Children
FREQUENCY	4 per year
COST	$7.50 year

TITLE	Compact
ADDRESS	Education Commission of the States 1860 Lincoln St. Denver, Colorado, 80203
SPONSOR	Bi-monthly
COST	$6 year

SIXTY-TWO RESOURCES TO ASSIST THE EDUCATOR IN MORE EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT OF "PROBLEM CHILDREN".

SOURCE: Public Documents Distribution Center
5801 Tabor Avenue
Philadelphia, Pennsylvania 19120

CATALOG NUMBER	TITLE	PRICE
1 D	The Way Children Learn: 1972 (1791-00180)	.40
2 D	More Than a Teacher: 1972 (1791-00179)	.45
8 D	Improving Teaching Effectiveness: 1972 (1780-01087)	.35

SOURCE: National Institute on Mental Retardation
Kinsmen Building
4700 Keele St.
Downsview, Ontario
Canada

CATALOG NUMBER	TITLE	PRICE
H 25	Helping the Slow Learner: 1967	.25
H 26	Helping the Trainable Mentally Retarded Child: 1969	1.75

SOURCE: California Association for Neurologically Handicapped
Literature Distribution Center
P. O. Box 1526
Vista, California 92083

AUTHOR	TITLE	PRICE
Adler, S.	Your Overactive Child: Normal or Not?	6.95
Anderson, L.	Helping the Adolescent with a Hidden Handicap	4.50
Auerbach, A.	The Social Control of Learning Disabilities	.50
Ames, Et. Al.	Stop School Failure	8.95
Arena, J. Ed	Building Spelling Skills	3.50
Arena, J. Ed	Building Number Skills	3.75
Bradfield, R.	Behavior Modification of Learning Disabilities	3.95
Buckley	Modifying Classroom Behavior	3.60
Busgalia, L.	Love as a Behavior Modifier	1.00
Cratty, B.	Active Learning - Games to Enhance Academic Abilities	4.50
Canter, L.	The Whys and Hows of Working with Behavior Problems in the Classroom	3.50
Carter	Help! These Kids are Driving Me Crazy	2.95
Corey, G.	Teachers CAN Make a Difference	4.50
Ebersole	Steps to Achievement for the Slow Learner	5.95
Ernst, K.	Games Students Play (And what to do about them)	3.95
Eisenberg, L.	The Overactive Child	.40
Edgington, R.	Helping Children with Reading Disability	1.00

AUTHOR	TITLE	PRICE
Frostig & Maslow	Learning Problems in the Classroom: Prevention and Remediation	11.50
Frierson & Page	Grading Without Judgment	4.00
Gambrell & Wilson	Focusing on the Strengths of Children	2.25
Golick, M.	She Thought I Was Dumb But I Told Her I Had a Learning Disability	1.00
Homme, Et Al	Contingency Contracting in the Classroom	3.75
Johnson	Learning Disabilities: Educational Principles and Practices	9.75
Karnes, M.	Helping Young Children Develop Language Skills	4.70
Kost, M. L.	Success or Failure Begins in the Early School Years (Excellent Handbook for K-1 Teachers)	14.75
Kronick, D.	A Word or Two About Learning Disabilities	6.00
Lerner, J.	Children With Learning Disabilities, Theories, Diagnosis and Teaching Practices	9.95
Page, W.	Individualized Instructions for Adolescents with Learning Disabilities	.15
Patterson	Living With Children - New Methods for Parents and Teachers	3.00
Powers, H. MD	Dietary Measures to Improve Behavior and Achievement	.40
Rosenthal, J. MD	Hazy? Crazy? and/or Lazy? The Maligning of Children with Learning Disabilities	3.75
Sheppard, Et Al	Teaching Social Behavior to Young Children	3.50
Sperry, V.	A Language Approach to Learning Disabilities	2.50
Smith & Smith	Child Management, A Program for Parents and Teachers	3.50
Simon, S.	Values Clarification: A Handbook of Practical Strategies for Teachers and Students	3.95
Siegel, A.	The Exceptional Child Grows Up	8.95
Strothers, Et Al	The Educator's Enigma: The Adolescent with L.D.	2.00
Scagliotta, E. G.	Deck Stacking...A Way to Help the Troubled Child	.25
Taylor, Et Al	Motivating Reluctant Learners	3.95
Valett, R. E.	Remediation of Learning Disabilities	15.00

AUTHOR	TITLE	PRICE
Veatch, Et Al	Key Words to Reading	4.95
White & Smith	Behavior Modification: A Classroom Teacher's Handbook	2.25
Wedemeyer	Creative Ideas for Teaching Exceptional Children	3.95
Waugh & Bush	Diagnosing Learning Disabilities	5.95
Wunderlich, R.	Kids, Brain and Learning	7.00
Wunderlich, R.	Allergies, Brains and Children Coping	5.00
Wunderlich, R.	Treatment of the Hyperactive Child	.40

AUTHOR	TITLE WITH ANNOTATION	
Aukerman, R.	Approaches to Beginning Reading. A compendium of 100 different approaches. And for each one, it presents materials and methods, tells how, when, where and by whom it was started and cites reported research. It also includes Dr. Aukerman's professional observations and opinions.	7.75
Bateman, E. Ed.	Reading Performance and How to Achieve It. Four sections: Causes, Severity and Classification of Specific Reading Disorders, Some Characteristics of Poor Readers, Toward Teaching and Teaching by Experts in the Field -- Just to mention a few -- Bannatyne, Kass, De Hirsch, Frostig and Bateman.	6.50
Fader and McNeil	Hooked on Books: Program and Proof. The Reading Program That Woke up Teachers! Here is the NEW Edition You will Find a Fully Detailed Description by Dr. Fader of How to Use His Program. A New Study Guide for Teachers and a Fully Documented Research Section by Dr. McNeil. Excellent for Secondary Teachers, Administrators and Curriculum Consultants.	.75
Frostig, M.	Selection and Adaptation of Reading Methods. Contains Diagnostic and Remedial Charts plus 18 different methods to use.	2.50
Heckelman, R.	Solutions to Reading Problems. This book contains a number of Pragmatic Approaches to the Teaching of Reading. Includes the now well-known "Neurological Impress Remedial Reading Method" but also two new methods which have never before appeared in print.	3.95
Sperry, V.	A Language Approach to Learning Disabilities. A source book of activities for Teachers. Contains visual activities, auditory activities,	2.50

activities for other senses and miscellaneous activities. The Appendix includes materials and worksheets which have been a particular value in in implementing the aforementioned programs.

Brochures produced by the County Agents for Children Project

In September, 1974, public schools must provide equal education for all children. The education must fit the needs of the child and should take place in as normal an environment as possible. All children must be served. The state gives the local school systems monies above the cost of regular services so that they can provide whatever services are necessary. The school system must exhaust all the alternatives to provide service in the regular setting. If it is determined that there is no possibility of adequate service in the regular system, the local school system must pay for whatever education is necessary for the child, even if he has to leave the area to receive it.

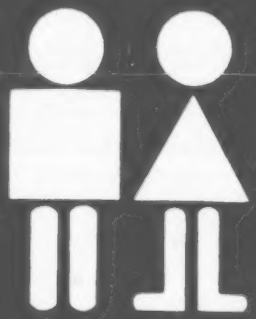
If you are the parent of a handicapped child and you request service for your child, you should find that your school system will work with you to help your child.

You should not hear any of the statements below. They are not reasons for inability to provide service.

1. We do not have classes.
2. We do not have room in our class to include your child.
3. We do not take handicapped children until they are eight years old.
4. We do not accept handicapped children who have not reached a mental age of five years.
5. We do not have classes for junior or senior high-school age handicapped children.
6. We do not accept children who are not toilet trained.
7. We do not accept children who have multiple handicaps (such as hearing loss and blindness, cerebral palsy, etc.)
8. We do not have preschool classes or kindergartens for handicapped children.
9. We do not accept children who cannot walk.
10. We do not have enough money to provide classes for handicapped children.
11. We will put your child on a waiting list.
12. We will stop our program for other handicapped children if you make trouble for us.
13. We will postpone your child's admission and let you know when he can come to school.
14. We are not going to educate or provide a training program for your child.
15. Your child can no longer benefit from any education or training.
16. We cannot send a teacher to your home to work with your child.
17. We do not have money for the type of program your child requires.
18. We cannot provide transportation.

2

Education the Right of Every Child



Every child can learn. And handicapped children are—first and foremost—children. Therefore, they are entitled to the benefits and rights the law gives children, and local governments and school districts in Tennessee will make the same effort for handicapped children as for all children without handicaps. In fact, policies that determine changes in our school system for the benefit of handicapped persons also set guidelines for educating all children.

The law makes certain special provisions for handicapped children.

- The State must provide free public education for each and every handicapped child age 4-21.
- All local public education systems are to maintain a program to locate and identify at the earliest possible age all children who need services.
- State education agency standards of certification, safety and health must apply to any setting in which any and all handicapped children receive services – including public and private agencies.
- Parents must be involved in decisions concerning their handicapped children.

All Tennessee school systems must evaluate the educational needs of their handicapped children at least once each year.

- The starting point of education is different for each child.
- The efforts taken to insure progress are different for each child.

School systems must design programs of public education services sufficient to meet the needs and maximize the capabilities of handicapped children.

- School systems must work with parents to determine the needs of their handicapped children.
- Schools must involve parents in decisions concerning the placement of their children and the aids and services their children need to succeed in learning when so placed.
- Schools must keep parents informed of their children's progress.

Education should be provided in as normal a setting as possible, as close to home as possible.

- Public school systems shall provide or secure the regular and special education and the corrective and supporting services that handicapped children require to benefit from a free public education appropriate to their needs.
- They shall provide those appropriate services in the local school or district to the greatest extent possible.
- They may secure from some other local or regional agency the educational services their handicapped children need if the systems themselves cannot provide those services.
- They remain responsible for their handicapped children even if they must secure them an appropriate education from other agencies.
- They must re-evaluate periodically the special placement of each handicapped child for return when possible to an appropriate program provided in the local school district.
- They must secure the informed consent of parents or guardians for all placement or changes of placement of handicapped children.

Due process for handicapped children and their parents entitles them to:

- the right to prior notification concerning changes in educational programs
- the right to an impartial hearing
- the right to counsel
- the right to present evidence
- the right to examine evidence
- the right to cross-examine
- the right to record the proceedings
- the right to appeal decisions

For further information or assistance, contact:

The Right to Education Office
State Department of Education
Room 116, Cordell Hull Building
Nashville, Tennessee 37219
Telephone (615) 741-3248

What is Mainstreaming ?

Mainstreaming means that most children—including the 10% of all students who will need some sort of special service—can be educated partially or entirely in the regular classroom. Mainstreaming does not mean that all children will be served through the regular classroom all of the time. It does mean that the regular classroom is the most suitable place for education and that as much as possible of the education of handicapped children should take place in the normal school setting.

In the language of Tennessee law, mainstreaming means that "Impediments to learning and to the normal functioning of handicapped children in the regular school environment shall be overcome by the provision of special aids and services rather than by separate schooling for the handicapped."

Why Mainstream the Handicapped ?

The mainstream of education is thought of in two ways. On the one hand, the mainstream is the kind and quality of education that the majority of students expect and get. On the other hand, the mainstream suggests the part of education where the most learning is going on. Children with handicaps often have been steered out of the mainstream of education.

Now information from scientific research and model programs demonstrates two important facts:

1. Education in a special setting is not equal education.
2. The educational needs of most children can be met through public schools.

These facts suggest that, if all children have an equal right to education, they have a right to an education in the mainstream. Furthermore, we know that for all children part of the benefit of being in a classroom is contact with other children with a natural variety of abilities and backgrounds and interests.

How Will Mainstreaming Affect Learning ?

All children learn at different rates. They each bring to the classroom individual sets of skills, abilities and disabilities and different backgrounds. Those differences determine *where* they begin to learn and *how* much time and effort they must use to learn. In other words, all children really learn as individuals even when they are in groups. Mainstreaming children with handicaps challenges educators to find better and more ways to help all students learn as individuals.

Educators are finding many means to meet the challenge of individualizing their programs. *Learning centers* let some students work productively by themselves while the teacher helps others. *Programmed instruction* also allows some students to study alone at their own speeds and levels. By *team teaching*, two or more teachers each can specialize and give their combined classes or small groups or individuals more attention and better instruction. *Consultants* can help teachers choose or develop materials, understand and handle classroom behavior and reach out of the school into the community. *Peer tutoring* means students learn from each other.

What About the Cost ?

Putting a citizen away in an institution without helping him learn to earn his own way costs about $250,000 for a lifetime. Educating that citizen in public school to a level where he can work for pay is about $25,000. The county need not have to spend that extra $225,000 if it educates rather than isolates that human being. And that person need not lose his freedom for lack of an education.

Special services do cost more than regular education, but the local system does not have to bear the cost of those services. In passing the Mandatory Education of the Handicapped Act (Public Law 839), the State assumed responsibility for the extra cost of all education for persons with handicaps beyond what the local budget should supply every child normally. In 1973 the General Assembly of Tennessee appropriated $38.5 million dollars to locate children in need of special services, to transport them, to hire and train teachers for them and to provide them special services.

Each school district has to present the State Department of Education a plan for providing services for the handicappad. On the basis of that plan, the Department allocates funds to the school system so that it may provide necessary special services at minimum local cost.

How Can Groups Help ?

In some counties the PTA or civic and church groups have volunteered to be trained by local professionals to do simple tests of hearing or sight. Others have organized to be classroom aides. Each school system—even each school—has needs that are different that groups can help to meet.

What Can One Person Do ?

Already 110,000 children have been identified as needing special education services for the school year 1974-75. You can play a large part in helping your school system educate its children to be useful and productive citizens by:

You can play a large part in helping your county educate its children to be useful and productive citizens by:

- insisting that your school system applies for and uses the state funds available for special services.
- providing political support for the school system in its effort to implement the law.
- helping spread information about the law and its effects and benefits to persons with handicapped children who may not know about the law.
- asking your school superintendent or local principal how you can help directly as an individual.
- encouraging groups to which you belong to work for and with handicapped children through the school program.

You may be the only person who can see that some handicapped child is identified in time to be educated to his full potential in the public schools.

For further information or assistance, contact:

The Right to Education Office
State Department of Education
Room 118, Cordell Hull Building
Nashville, Tennessee 37219

Telephone (615) 741-3248

Did You Ever . . .

. . . Look at a part of a word but forget that part before you could make out the rest?

. . . have every sound and every movement in a room catch your attention so much you couldn't sit still?

. . . get to the point where you couldn't remember more than one simple direction at a time?

. . . have trouble making yourself stop doing one thing to switch to another?

All of us have to a small degree some of the problems that are called learning disabilities when they are severe. But only one or two school children in a hundred have problems to a degree that serious. Even when learning problems are severe there is help in the regular public schools under the new Mandatory Education of the Handicapped Act.

You Can Help the School Understand Your Children

As parents you see more of your children in different situations than educational experts can. You may be able to help teachers and other school personnel understand when your children need special help if you know that some kinds of behavior can be signs of learning disabilities.

If the problems of your child or children are major, identifying them early as learning disabilities means seeing that the children get the kind of expert special materials or training or environment they need to be able to learn in spite of their problems. Even if their learning difficulties are minor, your being able to describe your children's behavior accurately can help the school serve them more successfully.

What Kinds of Behavior May Signal Learning Disabilities?

Unusually short or narrow attention span

A child may stay interested in a fast-moving cartoon or an active game but have trouble being still long enough to do something like read. He may be able to play a game like checkers where he mainly moves in one simple direction but lose interest quickly in putting together a puzzle that has a number of parts and calls for different kinds of decisions. The length of an attention span is important if it is too short to get work or play finished. Its width is important if it is too narrow for the child to be able to switch back and forth from one activity to another or handle a number of rules or parts.

Distractibility

A child may pay attention to every sight and sound around him to such a degree that he can't finish anything. No matter how much he may like what he is doing, anything else that comes along will derail him.

Hyperactivity

A child may be constantly moving whether he is sitting or walking around. He stays on the go so much that he gets very tired in school. He hops from one thing to another so fast that school activities seem to him to have no order and make no sense. His difficulty in learning frustrates him and makes him even more restless.

Hypoactivity

A child may be almost totally still all the time. Moving is such an effort that he prefers not to take part in class activities. Because he has to work hard even at listening, he makes little sense out of class. His attention wears out as fast as he does, and he may daydream a great deal.

Lack of Coordination

What seems simply clumsiness or loudness may be important clues to learning problems. Repeatedly knocking over milk may mean children can't tell when their hands have reached the point they see. That same problem of depth perception may make them fall up or down stairs because they step where they think they see a step and find it's either closer or further away than they realize. Children who don't move an object accurately right or left when they mean to have perception problems too. If their voices get louder and louder, if they're always crashing into something because they swing arms too far or move too fast, if they break crayons because they press down too hard – all their overdone actions may be signals that they need help in coordinating their eyes and ears and muscles (modulating).

Speaking, Writing and Reading Difficulties

Sometimes children have more than usual trouble keeping time words like *yesterday* and *tomorrow* or *before* and *after* sorted out. Sometimes saying *behind* for *in front* and *left* for *right* shows difficulty in perceiving space. Those spoken errors are clues to expect children – both when they read and write – to confuse letters like *b* and *d* and *p* and *q* that look alike except for the way they are turned. Guessing at words like *where* and *there* suggest children can't hold the picture or the sound of the first letters until the end of the word. Also, very similar sounding words like *share* and *chair* may sound identical to children with perceptual problems.

When is Behavior Normal and When is it a Clue to a Possible Learning Disability?

At some time in the normal development of every person most of these kinds of behavior occur. When they occur as a natural part of learning – as when a young child learning to judge distance spills his first few glasses of milk – there is no reason to think of them as more than a passing phase in growing. Only when these behaviors last much longer and are much more severe than there is reason to expect – so much so that they obviously make learning very difficult – only then should they be looked at as clues to possible learning disabilities.

What if Your Child Seems to Have a Learning Disability?

As soon as you or anyone in the school system notices behavior by your child that suggests a learning disability, seek whatever help the school offers. Ask questions until you are satisfied that school personnel know your child and his needs well enough to design the kind of individualized education he needs to be educated to his full potential.

For further information or assistance, contact:
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State Department of Education
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Nashville, Tennessee 37219
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Your School District's Responsibilities:

Education of The Handicapped

The Tennessee Mandatory Education of the Handicapped Act (Chapter 839 of Public Acts of 1972) requires that public schools provide free appropriate special educational services, programs, aids and facilities for all handicapped children ages 4-21. A Consent Order by the Chancery Court of Davidson County further requires that each school district maintain an accurate census of its handicapped citizens ages 0-21.

Your school district should be looking closely at your school population and planning to identify and meet the needs of those of its students with handicapping conditions.

Each Local Education Agency Shall

- develop a comprehensive plan to provide special education corrective and supportive services for all handicapped persons ages 4-21.
- maintain an accurate census of handicapped citizens aged 0-21 within the school district.
- plan means for screening the entire school population to detect all persons who may have some condition that may require special educational help.
- secure informed parental consent before administering an evaluation or test which may be used for individual placement but is not administered to all members of that individual student's particular class.
- guarantee that an individual's records not be shared except with parental approval with persons or agencies who are not required to provide that student appropriate services.
- establish teams of professional persons
  - to evaluate referred students to determine whether or not they need special services.
  - to identify precisely what programs or services in what placement will give persons with verified handicapping conditions appropriate educations.
  - to recommend for each person with a handicapping condition a specific placement and schedule of services for his appropriate education.
- devise the special education services necessary to meet the needs of the local population of students with verified handicaps.
- provide or adapt physical facilities to those needs.
- employ qualified personnel
  - as teachers.
  - as diagnostic and prescriptive specialists.
  - as support specialists.
- obtain special equipment appropriate to meeting those needs.

  design or procure any special materials necessary for appropriate education.
- inform the public in general and parents and guardians of children with handicaps in particular of the availability of and the intention to provide appropriate public education of the handicapped.
- develop a due process procedure to guarantee parents' or guardians' involvement in review of the basis for providing special education programs for their children.
- inform parents or guardians of children with handicapping conditions of their right to appeal and the procedure for appealing that basis for student placement.